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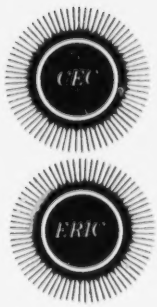
ABSTRACT

The selected bibliography on the multiply handicapped contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (three order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1947 to 1971. (DB)

ED 072589



MULTIPLY HANDICAPPED

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 614

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EC 051 100E

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The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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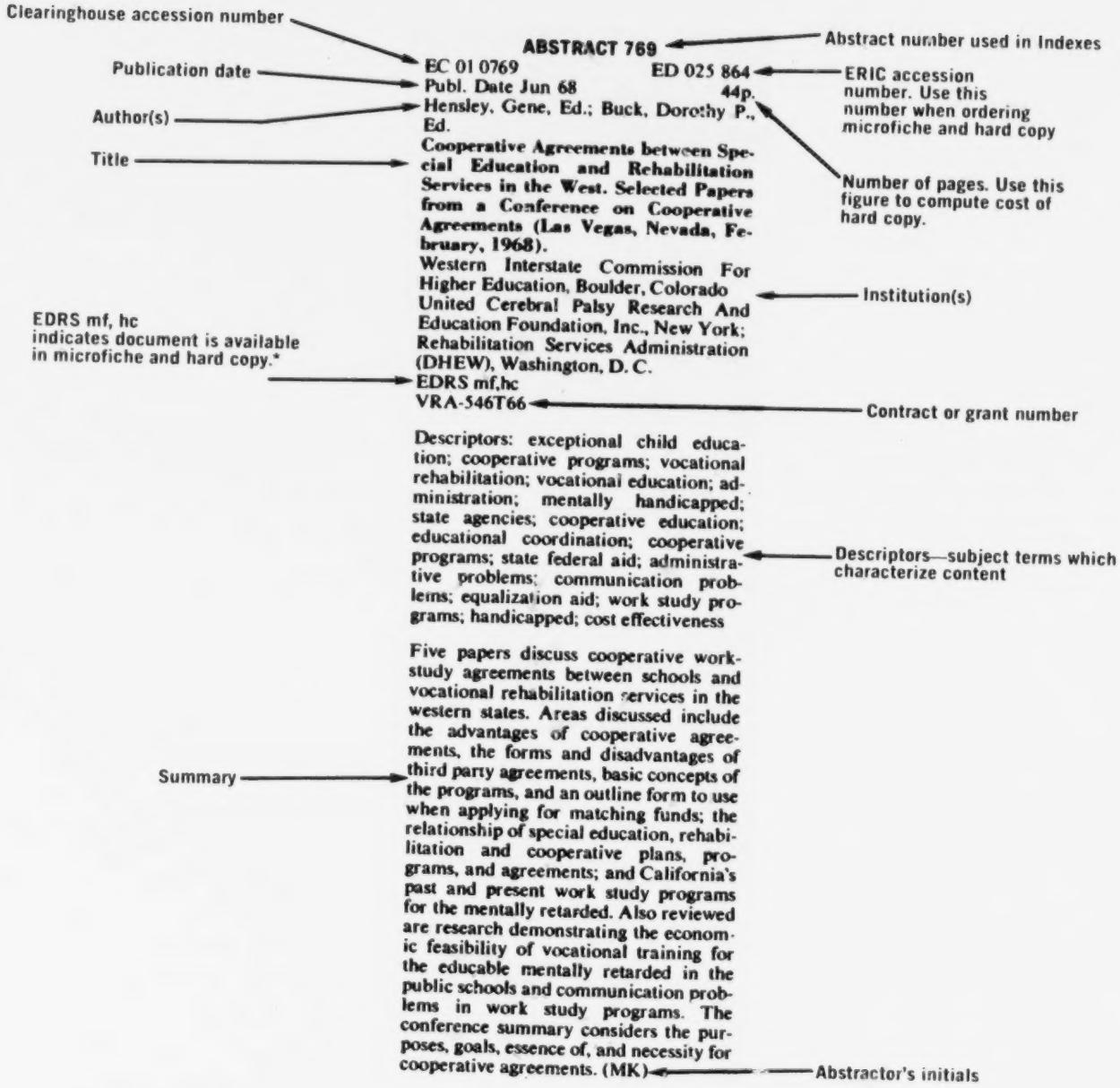
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Publication date
EC 01 0769
Publ. Date Jun 68
ED 025 864
44p.
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Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Multiply Handicapped* from the Center's computer file of abstracts are listed alphabetically below:

Deaf Blind
Multiply Handicapped

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

American Annals of the Deaf
American Journal of Psychology
Archives of Otolaryngology
California State Federation CEC Journal
E.E.N.T. Digest
Education of the Visually Handicapped
Exceptional Children
Hearing and Speech News
Journal of Rehabilitation of the Deaf
New Outlook for the Blind
Pediatrics
Rehabilitation Teacher
Research Bulletin
Special Education
Teacher of the Deaf
Training School Bulletin
Volta Review

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

ABSTRACTS

ABSTRACT 10134

EC 01 0134 ED 016 347
Publ. Date May 67 182p.
Minskoff, Joseph G.
The Effectiveness of a Specific Program Based on Language Diagnosis in Overcoming Learning Disabilities of Mentally Retarded, Emotionally Disturbed Children.
Yeshiva Univ., New York, N. Y.
Office Of Educ., Washington, D. C.
OEC-1-6-068375-1550
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; cognitive processes; multiply handicapped; learning disabilities; language; children; learning characteristics; language ability, language handicaps; remedial reading; remedial programs; psycholinguistics; speech handicaps; speech therapy

The objectives of this study were to (1) investigate and describe the learning characteristics of a group of mentally retarded, emotionally disturbed children, and (2) test the effectiveness of a psycholinguistic approach to the remediation of learning disabilities by comparing three groups--an experimental remedial treatment group, a comparison remedial treatment group, and a non-treatment group. In the descriptive aspect of the study, 32 educable mentally retarded, emotionally disturbed children (mean chronological age of 12-6, mean mental age of 7-4, and mean IQ of 61) were given a diagnostic battery based on an extended model of psycholinguistic functioning. The group did not evidence an overall deficit in the entire automatic sequential level of psycholinguistic functioning, a deficit which had been posited in other research as typical of the retarded. Emotional disturbance as well as gross heterogeneity in the group's performance were seen as factors precluding obtainment of a single, generalized (i.e. typical) deficit. In the remediation aspect, 15 of these children, matched in triads based on obtained psycholinguistic characteristics, were randomly assigned to three groups. Excluding the non-treatment group, subjects were tutored individually for 30 sessions. All 15 subjects were retested on the 17-test diagnostic battery. The experimental group, receiving remediation based on a learning disability (i.e. psycholinguistic) approach, showed greater gains in disability areas and overall level of psycholinguistic functioning than the other two groups. The non-treatment group showed greater gains than the comparison group which had received traditional remediation. The psycholinguistic approach to remediation of learning disabilities was seen as effective inasmuch as the factor of attention was controlled by inclusion of a comparison treatment group. Fourteen tables and 77 references are included. (AA)

ABSTRACT 10154

EC 01 0154 ED N.A.
Publ. Date Mar 67
Vernon, McCay
Characteristics Associated with Post-Rubella Deaf Children--Psychological, Educational, and Physical.
Michael Reese Hospital, Chicago, Ill., Institute For Psychosomatic And Psychiatric Research And Training
Volta Review, Volume 69, 1967.
EDRS not available

Descriptors: exceptional child research; aurally handicapped; multiply handicapped; deaf; children; psychological characteristics; physical characteristics; student characteristics; residential schools; etiology; intelligence tests; achievement tests; student evaluation; intelligence; language development; speech; psychological evaluation; rubella

From a sample of 1,468 deaf children in a residential school, 129 were diagnosed as post-rubella deaf children. Critical psychological, educational, and physical factors were studied by means of standardized intelligence and achievement tests, teacher rating scales, school records of behavior, psychological evaluations, and psychodiagnostic measures. Prematurity was a factor in 43 percent of the rubella children, and 53 percent of the rubella children were multiply handicapped. The IQ's of 95.3 percent of the rubella children were significantly below the general population IQ of 100. Almost one-third of the IQ's were below 90, and 8 percent were below 70. Written language of the rubella deaf group was significantly poorer than the genetic or post-meningitic deaf groups, but there were no significant differences in speech or speech reading. Of the rubella deaf, 21.9 percent were aphasoid, while only 1.69 percent of the genetically deaf were thus diagnosed. Of the 103 for whom psychological tests were available, 27 percent were classified emotionally disturbed. Teachers' ratings and school records also indicated an elevated rate of severe emotional disturbance. About 47 percent of the rubella children's responses on the Bender Visual Motor Gestalt Test were judged pathological, revealing significantly more organicity among the rubella children than the genetically deaf children. Techniques to facilitate academic learning and behavioral modifications need to be developed if these children are to benefit properly from the school. Included is a 14-item reference list. This article was published in The Volta Review, Volume 69, Number 3, pages 176-185, March 1967. (MY)

ABSTRACT 10235

EC 01 0235 ED N.A.
Publ. Date Feb 66
Curtis, W. Scott
The Evaluation of Verbal Performance in Multiply Handicapped Blind Children.
Syracuse University, New York
Exceptional Children, Volume 32, 1966.
EDRS not available

Descriptors: exceptional child education; visually handicapped; multiply handicapped; tests; language; children; auditory evaluation; aural stimuli; verbal ability; verbal communication; social relations; hyperactivity; blind; communication (thought transfer); speech evaluation; evaluation methods; Syracuse University Center for the Development of Blind Children
At the Syracuse University Center for the Development of Blind Children, a team of specialists in pediatrics, neurology, ophthalmology, psychology, speech pathology, audiology, social work, and special education has been evaluating the communication skills of multiply handicapped blind children over periods of 3 to 5 days since 1957. After the child is first observed, he is classified either as apathetic or as hyperactive. The technique with the apathetic child is to introduce and then withdraw auditory stimuli, forcing the child to initiate activities on his own, which the interviewers encourage by verbalization and play. With the hyperactive child the technique is to fatigue his hyperirritable behavior by leaving him completely alone, letting him develop a ritualized activity pattern, and then to offer relief from t is behavior by rewarding him With both classifications of children, social interactions and auditory assessment are thus established. An outline of response categories provides cues to behavior patterns, and modality capacities are listed for the receptive, the expressive, and the referential system. General recommendations are (1) the child should be seen on more than one occasion, (2) the child should be examined prior to exploring his case records and to interviewing his parents, (3) the examiner should probe capabilities and assets as well as liabilities, and (4) the examiner should recall the difference

between isolated and multiple disabilities. This article was published in Exceptional Children, Volume 32, Number 6, pages 367-374, February 1966. (CG)

ABSTRACT 10408

EC 01 0408 ED 012 999
Publ. Date 66 60p.
Rusalem, Herbert And Others
New Frontiers for Research on Deaf-Blindness, Proceedings of a Seminar Conducted by the Industrial Home for the Blind with the Support of the Vocational Rehabilitation Administration (April 15, 1966).
Industrial Home For The Blind, Brooklyn, New York
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; communication (thought transfer); adult education; rehabilitation; research needs; language; learning; manual communication; perception; adults; social relations; behavior; behavior change; electromechanical technology; program planning; deaf blind; conference reports

Position papers, discussion, and research proposals cover communication, learning, rehabilitation, and resettlement. Communication problems of the deaf-blind are related to other concepts of communication. Verbal symbols and nonverbal sounds in communicative perception and the cognitive and affective roles of the language of sound in relation to activities are explored. In relating these concepts to problems of deafness, discrimination must be made between communicative behavior and communicative skills. The disadvantaged environment of deafness or blindness induces significant behavioral consequences. Thus, the goal of diagnosis and treatment must be the improvement of total behavior. The relationship between cognition and seeing and hearing, the effect of social isolation on learning, and the role of language and visual stimuli in the learning process need further investigation. Withdrawal and avoidance manifestations in both deaf-blind persons and their seeing and hearing associates suggest that heightened life interest and increased involvement of deaf-blind persons in everyday activities might elicit positive responses from associates which would influence tenure of service and effectiveness of volunteers and staff. An analysis of the language structure of the deaf-blind is needed in developing an improved language as well as a new nonlanguage transmission system to better provide deaf-blind persons with essential information. The use of an electronic device for facilitating deaf-blind interaction should be explored. Experiments need to be designed to raise the expectations of society regarding the deaf-blind. A more effective information and retrieval system would increase the usefulness of case studies and surveys (some are cited) in planning for the vocational and social adjustment of the deaf-blind. A 15-item summary of research needs, a bibliography of 21 items, and a list of the seminar participants are included. (CF)

ABSTRACT 10587

EC 01 0587 ED 021 371
Publ. Date Mar 68 6p.
Grant, Evelyn; Lewis, William
A Proposal for a Pilot Project to Meet the Needs of the Mentally Retarded Deaf.
Wisconsin State Department Of Public Instruction, Madison
EDRS mf,hc
Wisconsin Department Of Public Instruction Bureau Memorandum; V9 N3 P14-19 Mar 1968

Descriptors: exceptional child education; program planning; mentally handicapped; aurally handicapped; multiply handicapped; program proposals; demonstration programs; program administration; children; deaf; program descriptions; educational objectives; pilot projects

A pilot program to meet the needs of mentally retarded deaf children is proposed by two Wisconsin schools. The rationale for the program and the summary statement from a 3-day workshop which met to consider a possible program are given. The purpose of the proposed program is to demonstrate the feasibility of removing, at least for a time, deaf retarded children from classes for the deaf of normal intelligence and from classes of mentally retarded hearing children. The proposal specifies short range procedures for 1967-68, including identification of students and criteria for admission. Intermediate range procedures for 1968-69 outlined are limitation of class size, children to participate, staff facilities, equipment, curriculum, parent involvement, reporting, evaluation, funding possibilities, and projected cost. A long range program is also considered in terms of facilities, teacher certification, diagnostic procedures, and state guidelines. Survey data on incidence and a diagram of the program's administrative structure are provided. A bibliography lists seven items. (GD)

ABSTRACT 10589

EC 01 0589 ED 023 223
Publ. Date 67 120p.
Wolf, James M.
The Blind Child with Concomitant Disabilities. American Foundation for the Blind Research Series Number 16.
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child research; mentally handicapped; visually handicapped; multiply handicapped; administration; questionnaires; incidence; admission criteria; teaching methods; special classes; academic achievement; teacher qualifications; teacher motivation; special services; institutional administration; institutionalized (persons); children; administrative personnel

Data were collected from 48 chief administrators of schools enrolling 6,696 visually handicapped children to determine enrollment, disabilities, and services; and from 53 special class teachers in 28 of the schools concerning their 453 retarded blind children. Analysis of data revealed that 25% of the population studied were mentally retarded, 85% of the schools accepted mentally retarded blind children, 67% had special classes for them, and 75% of special classes were mixed for blind and partially seeing mentally retarded children. The average number of disabilities reported was 3.18 per child, and the most frequent concomitant disabilities were personality and speech defects. The main reason given for assignment of the special class teacher was a high tolerance for limited educational progress, but 80% of the teachers indicated it was their own choice. Of the special class teachers, 85% had bachelor's degrees, 40% master's, and 26% post-master's work; 75% were certified elementary teachers, and 61% had certification in special education. Average pupil-teacher aide ratio was three to one. Of the residential schools, 38% had prepared special curriculum materials for mentally retarded blind children and 46% of the administrators reported that providing services for the multiply disabled blind child will become the major role of the residential school. (KH)

ABSTRACT 10784

EC 01 0784 ED 025 064
Publ. Date 67 77p.
Graham, Milton D.
Multiply-Impaired Blind Children: A National Problem.
American Foundation For The Blind, New York, New York
EDRS mf,hc
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child research; multiply handicapped; visually handicapped; educational needs; health; braille; incidence; national surveys; statistical surveys; questionnaires; age; sex differences; blind; children; mentally handicapped; speech handicapped; emotional problems; neurologically handicapped; aurally handicapped

In 1966, a national survey reported on 8,887 multiply impaired (MI) blind children. About 56% were boys; 83% had been blind since before age 3, and half were totally blind. The principal causes of blindness were retrolental fibroplasia and congenital cataracts. Almost 63% had two or more additional disabilities (86.8% of those under age 6), such as mental retardation (80.2%), speech problems (38.9%), brain damage (35.1%), emotional problems (16.7%), cerebral palsy (14.4%), epilepsy (14.0%), chronic medical problems (7.0%), crippling (4.9%), hearing im-

patrment (10.6%), cosmetic defect (6.1%), orthodontic defect (4.0%), and cleft palate (1.0%). Although half of the sample was 13 or older, only 4.4% functioned at secondary school level; 130 children were reported who had reading vision but used braille; the reported mobility performance data were found unreliable. The estimated number of MI blind children in the United States is 15,000 with 300 more diagnosed each year. Suggestions were made for research and services. (LE)

ABSTRACT 10872

EC 01 0872 ED 012 521
Publ. Date 66 36p.
A 1966 Summer Program for Children with Physical, Multiple and Mental Handicaps, June 22, 1966 to August 17, 1966, Program Evaluation.
Milwaukee Public Schools, Wisconsin, Division Of Curriculum And Instruction
EDRS mf,hc

Descriptors: exceptional child research; recreation; mentally handicapped; physically handicapped; multiply handicapped; summer programs; children; program evaluation; program descriptions; student evaluation; tests; questionnaires; test results; physical fitness; parent attitudes; attitudes; student attitudes; teacher attitudes; Doman Delacato Profile; Hayden Physical Fitness Test

This summer program for handicapped children was designed to meet the special needs of these children for socialization and better use of leisure time and to provide data which would enable the division of municipal recreation and adult education to plan future programs. Both the mentally handicapped children's program (54 participants) and the program for physically or multiply handicapped children (51 participants) consisted of games, crafts, musical activities, and field trips. Base line data were obtained from descriptions of the children by the director, the Hayden Physical Fitness Test, and an adaptation of the Doman-Delacato Profile. Questionnaires for children, staff, and parents were used for program evaluation. Results showed the range of physical fitness. The four children tested with the Doman-Delacato Profile scored on four of the five possible scoring levels, excluding the highest level. Children's questionnaire results showed a higher percentage of happy responses than either neutral or sad responses to questions about the program. Staff ratings of the program ranged from satisfactory to outstanding. Parent responses also indicated a high degree of satisfaction. (JZ)

ABSTRACT 10929

EC 01 0929 ED 026 773
Publ. Date 09 Oct 68 127p.
Bluhm, Donna L.
Teaching the Retarded Visually Handicapped; Indeed They Are Children.
EDRS not available
W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 ($4.50).

Descriptors: exceptional child education; multiply handicapped; curriculum; teaching methods; mentally handicapped; self care skills; blind; visually handicapped; music; reading readiness; braille; mathematics; social studies; poetry; self expression; sciences; art; creativity; instructional materials; recreation; reading; handicrafts

Guidelines for a program of instruction with individual teaching for retarded blind children are provided. Areas covered are living skills, handwork, learning through music, reading readiness, recognition of the braille alphabet, mathematics, science, social studies, self expression and creativity, recreation, and suggested poetry and songs. Five appendixes discuss regional educational centers for the blind, parent-child relations, adjustment problems, and learning from and teaching the children. Photographs of 19 teaching aids are provided. (LE)

ABSTRACT 10941

EC 01 0941 ED 026 785
Publ. Date 68 46p.
An Introduction to Development of Curriculum for Educable Mentally Retarded Visually Handicapped Adolescents.
American Foundation For The Blind, New York, New York
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; visually handicapped; multiply handicapped; curriculum; language arts; educable mentally handicapped; adolescents; communication skills; teaching methods; arithmetic; family life education; visually handicapped mobility; social skills; industrial arts; travel training; physical education; sciences; social studies; health

Suggestions for curriculum development for educable mentally handicapped, visually handicapped students aged 13 to 18 years are presented. A discussion of communication skills includes the areas of listening, oral communication, reading, writing, and spelling and teaching methods for each. The goals of the computation skills sequence, basic understanding of mathematical concepts, and transfer of knowledge to other situations are discussed along with skills to be taught. Units are described for instruction in family and social living and health; also described is an industrial arts program involving machine operation techniques, woodworking, metal working, power mechanics, home repairs, electricity, and ceramics. Uses of a sighted guide, arm positions, trailing, squaring off, direction taking, orientation with others and self orientation, and skill testing are outlined in the unit on orientation and mobility. Recommendations are also made in the fields of physical education, science, and social studies. (LE)

ABSTRACT 11037

EC 01 1037 ED N.A.
Publ. Date Fal 67 8p.
Lazar, Alfred L. And Others
A Selected Bibliography on the Multiply Handicapped.
Rocky Mountain Special Education Instructional Materials Center, Greeley, Colorado
Office Of Education (DHEW), Washington, D. C., Bureau Of Handicapped Children And Youth
EDRS not available

Descriptors: exceptional child education; multiply handicapped; bibliographies; learning disabilities; aurally handicapped; minimally brain injured; visually handicapped; emotionally disturbed; mentally handicapped; physically handicapped; cerebral palsy; blind; deaf; educational programs; vocational rehabilitation; special services; clinical diagnosis; autism; adjustment (to environment); slow learners; curriculum; attitudes; verbal ability; teaching methods; biographies

A bibliography cites 118 publications on children with a wide variety of multiple disabilities. Dating from 1903 to 1967, documents include biographies, research studies, descriptions of teaching and training techniques, curriculum guides, bibliographies, surveys, reports of educational programs, reports of services, and future projections. (DF)

ABSTRACT 11096

EC 01 1096 ED 023 240
Publ. Date Sep 65 50p.
Andrew, Gwen; Feuerfile, David
Programming Habilitation of the Hospitalized Deaf-Retarded.
Michigan State Department Of Mental Health, Lansing
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-800S RR-44

Descriptors: exceptional child research; multiply handicapped; psychotherapy; vocational rehabilitation; aurally handicapped; mentally handicapped; sheltered workshops; deaf; work experience programs; communication skills; social adjustment; personal adjustment; academic achievement; institutionalized (persons); job placement; community cooperation; homemaking education; intellectual development

Thirty-two deaf retarded patients were diagnostically assessed for speech and hearing, intellectual function, academic achievement, and medical status. Eight of the patients served as controls and 24 received 18 to 24 months of special training in communication skills, shop experience, physical education, and homemaking. Twelve of the 24 also received psychotherapy. Formal vocational training in a sheltered workshop for males and participation in the institution work program and community vocational placement for both sexes were initiated during the final year of

the program. As a result of the program, some of the patients were able to be discharged or to be placed in the community on a day basis. Others were able to participate in the institutional work program. Communication, intellectual functioning, and social/personal adjustment improved significantly (p equals .02 or p less than .02), but academic achievement did not improve. The psychotherapy program was not shown statistically to be effective; in fact, the subjects without psychotherapy improved more in intellectual function and performance. The patients participated successfully in the sheltered workshop. (EC)

ABSTRACT 11517

EC 01 1517 ED 029 416
Publ. Date 26 May 69 287p.
Frampton, Merle E. And Others
Forgotten Children: A Program for the Multihandicapped.
EDRS not available
Porter Sargent Publisher, 11 Beacon Street, Boston, Massachusetts 02108 ($6.95).

Descriptors: exceptional child research; multiply handicapped; visually handicapped; cerebral palsy; physically handicapped; case studies (education); student evaluation; individualized instruction; residential schools; physical therapy; recreational activities; therapeutic environment; teaching methods; multisensory learning; speech therapy; creative activities; language development; curriculum; staff role; parent school relationship

In a cerebral palsy-blind experimental school unit for day and residential care, a staff of 13 served 30 children in 6 years with 12 to 17 children each year. All but six children who were found to be nontrainable progressed: eight became trainable, eight trainable and partly educable, and eight educable. Variable progress was found characteristic of most of the children. Group placement was changeable in the three groups for children needing self help and social skills, for children with the greatest learning difficulties, and for children able to benefit from a full academic program. The medical services were the foundation of the program; the residential care given stressed a structured environment with 19 living at the school 10 months a year. Both physical therapy and the therapeutic setting used to teach the children how to play and use their leisure time tried to establish interaction with the world; personality was also developed by use of any creative ability. Speech therapy was given to 15 children and the language development program, like the academic program, included a total program for all, group programs, and an individual one for each child. The child also kept close involvement with parents. Recommendations were for a total clinic and a multifocal school. Case studies are provided of one child through age 6 and of four girls. (SN)

ABSTRACT 11674

EC 01 1674 ED 030 230
Publ. Date 67 97p.
Lance, Wayne D., Ed.
Proceedings of the Special Study Institute for the Multihandicapped (Los Angeles, California, October 9-13, 1967).
California State Department Of Education, Division Of Special Schools And Services
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; program planning; special programs; educational planning; educational problems; educational legislation; school responsibility; state legislation; teacher education; diagnostic teaching; curriculum development; case studies (education); parent attitudes; aurally handicapped; community problems; state programs; California

The proceedings consider special education programs for the multiply handicapped. Papers describe a case study in community challenge, California trends for services, the multihandicapped deaf child, the process of curriculum development, persistent educational problems, prescriptive teaching as an integration process, the clinician-educator, and educational planning. Panel discussions treat special programs, parental problems, innovations in teacher preparation, legislative needs, and problems confronting public schools in providing special services. (LE)

ABSTRACT 20159

EC 02 0159 ED 031 827
Publ. Date 68 110p.
Proceedings of the Regional Institute on the Blind Child Who Functions on a Retarded Level (Villa Capri Motor Hotel, Austin, Texas, May 8-10, 1968).
American Foundation For The Blind, Inc, New York, New York
EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; mentally handicapped; multiply handicapped; educational needs; institutional facilities; institutionalized (persons); building design; professional personnel; educational programs; therapeutic environment; community services; operant conditioning; self care skills; teaching methods; clinical diagnosis; blind; program planning; medical case histories; body image

Papers on visually handicapped and mentally retarded children presented are the following: the challenge of the problem; programing; developmental learning; psychotherapeutic learning; operant conditioning; design of institutional facilities; care and management in institutional settings, schools, and state homes; and definitions of medical terms used to diagnose blindness. Educational and psychological management, history of multihandicapped groups at schools for the blind, and deviation in cognition are considered. Also considered are a hospital improvement program and goals of various community and institutional services. (MS)

ABSTRACT 20284

EC 02 0284 ED N.A.
Publ. Date May 69 8p.
Anderson, Robert M.; Stevens, Godfrey D.
Practices and Problems in Educating Deaf Retarded Children in Residential Schools.
EDRS not available
Exceptional Children; V35 N9 P687-94 May 1969

Descriptors: exceptional child research; deaf; mentally handicapped; multiply handicapped; residential schools; academic aptitudes; aurally handicapped; incidence; classification

Information was collected from pupils' cumulative folders at six schools for the deaf on the prevalence of mentally retarded deaf children, the utility of intelligence tests for such children, classification and nomenclature, numbers and kinds of disabilities in addition to deafness and mental retardation, and projected grade level at graduation for the retarded children. A total of 304 pupils (19% of the pupil population of 1,632) had IQ scores below 83, but only 132 of these children were classified as mentally retarded. Handicaps in addition to deafness and mental retardation were reported for 73 children. A mean grade level expectancy of 4.3 at time of graduation was predicted by school psychologists for 117 of the 304 children. (LE)

ABSTRACT 20465

EC 02 0465 ED N.A.
Publ. Date 68 53p.
Moor, Pauline M.
No Time to Lose.
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child education; visually handicapped; multiply handicapped; educational needs; teaching methods; self care skills; instructional materials; case studies (education); elementary grades

Discussions of educational methods and techniques to use with multiply handicapped blind children include the variations among children, hints for teachers, three case studies, and needs for refinement in evaluation and parent and community involvement. Ten references; 24 related readings; suggestions for equipment to encourage gross motor coordination, to encourage manual dexterity, and to develop living skills; and a list of instructional devices are provided. (LE)

ABSTRACT 20540

EC 02 0540 ED N.A.
Publ. Date Oct 47 52p.
Worchel, Philip; Dallenbach, Karl M.
Facial Vision: Perception of Obstacles by the Deaf Blind.
Cornell University, Ithaca, New York
EDRS not available
American Journal Of Psychology; V60 N4 P502-53 Oct 1947

Descriptors: exceptional child research; multiply handicapped; visually handicapped; perception; aurally handicapped; aural stimuli; visually handicapped mobility; sensory experience; haptic perception; deaf blind; auditory perception; adults; visually handicapped orientation

To determine whether the aural mechanisms, shown to be the basis of the perception of obstacles by the blind, were auditory or cutaneous or both, 10 deaf-blind adults with no outer ear defects who could travel alone were studied. In the first exploratory experiment, only one of the subjects could perceive a wall at a distance of about 1 foot, the other subjects definitely did not perceive it. A second experiment eliminated secondary cues derived from the floor by substituting a small movable screen for the wall. The results indicated that at least eight of the subjects lacked the obstacle sense and were incapable of learning it. Since the remaining two subjects who might possess this sense both wore hearing aids, their aids were removed and their ears were stopped for the third experiment. One of the two subjects now lacked the obstacle sense and was unable to learn it. The possibility of the one remaining subject using vision was eliminated by repeating the experiment in the dark. Under these conditions this subject also failed to perceive the obstacle. In a further experiment with this subject a cardboard head shield reflected light from above his eyes, restricted him from seeing the obstacle, and left his cheeks and ears open to stimulation by reflected air and soundwaves. The subject now lacked the ability to perceive obstacles and the capability of learning it. (CG)

ABSTRACT 20541

EC 02 0541 ED N.A.
Publ. Date Jul 66 196p.
Clark, Leslie, Ed.
Research Bulletin, Number 13.
American Foundation For The Blind, New York, New York
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($2.50).

Descriptors: exceptional child research; visually handicapped; multiply handicapped; aurally handicapped; perception; deaf blind; adults; auditory perception; haptic perception; sensory experience; aural stimuli; visually handicapped mobility; visually handicapped orientation; mobility

Four articles report research on facial vision. Michael Lupa, Milton Cotzin, and Karl M. Dallenbach consider the perception of obstacles by the blind; Philip Worchel and Dallenbach treat obstacle perception by the deaf-blind. Cotzin and Dallenbach define the role of pitch and loudness; and Carol H. Ammons, Worchel, and Dallenbach discuss the perception of obstacles out of doors by blindfolded and blindfolded-deafened subjects. Forty-four references are listed. (JD)

ABSTRACT 20904

EC 02 0904 ED 016 345
Publ. Date Oct 67 81p.
Lazar, Alfred L. And Others
A Syllabus for Creative and Innovative Services for the Multihandicapped (Special Study Institute for the Multi-Handicapped, Los Angeles, California, October 9-13, 1967).
Calfiornia State Department Of Education, Sacramento, Division Of Special Schooling
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; professional education; program planning; educational needs; institutes (training programs); study guides; Sacramento

This syllabus was developed to assist the participants in a 4-day institute designed to promote special education programs for multiply handicapped children. Section one of the syllabus describes the organization and operations of the institute including consultants, faculty, panel members, discussion leaders and recorders, the hotel plan, and the film schedule. The second section enumerates the theme for each day, the presentation topics, panel topics, and lists 68 suggestive questions with space for written reactions from institute participants. The third section lists a selected bibliography of about 325 items on five combinations of multiple disability in children. Section four presents an annotated list of 36 selected films. (DF)

ABSTRACT 20938

EC 02 0938 ED 032 663
Publ. Date May 68 101p.
Lowenfeld, Berthold
Multihandicapped Blind and Deaf-Blind Children in California.
California State Department Of Education, Sacramento, Division Of Special Schools And Services
EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; multiply handicapped; incidence; visual acuity; etiology; out of school youth; blind; deaf blind; mentally handicapped; emotionally disturbed; physically handicapped; preschool children; speech handicapped; educational programs; residential schools; psychoeducational clinics; counseling services; California

Data elicited by two questionnaires on the characteristics (numbers, nature, extent, and location) of the multihandicapped population under 21 years of age in California are presented. Based on replies by 613 programs (47% response) and estimated to include 80 to 90% of the state's multihandicapped blind children, statistics concern multihandicapped blind and deaf blind children, each in terms of the following categories: in school, in state hospital schools, not in school but of school age, and of preschool age. Further data treat severity and average number of handicaps as well as frequency of handicaps for 940 multihandicapped blind and 240 deaf blind children. (JD)

ABSTRACT 20976

EC 02 0976 ED 033 516
Publ. Date 69 468p.
Wolf, James M., Ed.; Anderson, Robert M., Ed.
The Mulitply Handicapped Child.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($21.00).

Descriptors: exceptional child education; multiply handicapped; incidence; educational programs; clinical diagnosis; taxonomy; anomalies; rubella; etiology; cerebral palsy; mentally handicapped; learning disabilities; aurally handicapped; visually handicapped; preschool children; psychological evaluation; classification; educational diagnosis

Articles presented in the area of the medical and educational challenge of the multiply handicapped child are an overview of the problem, the increasing challenge, congenital malformations, children whose mothers had rubella, prematurity and deafness, the epidemiology of reproductive casualty, and new education for old problems. Discussions of incidence are the health of well children, handicapped children in Georgia, a followup study, a survey in Alamance County, North Carolina, and the Onondaga Census. Concerned with education are selections on the mulitply handicapped deaf, the multiply handicapped retarded, a multidiciplinary approach to preschoolers, the multiply handicapped cerbral palsied and visually impaired, courageous action, and learning disabilities. Articles on evaluation include evaluation of cerbral palsied preschoolers, advances in assessment of the cerebral palsied since 1958, psychological evaluation of the blind, diagnosis and recommendations for placement, and remediation for learning disabilities. Development of a taxonomy for special education, a proposed conceptual framework, consideration of issues in special education, a suggested classification for the handicapped, and a compendium and comments comprise the concluding chapters. (RJ)

ABSTRACT 21147

EC 02 1147 ED N.A.
Publ. Date Jan 70 10p.
Larsen, Lawrence A.

Behavior Modification with the Multi-Handicapped.
EDRS not available
New Outlook For The Blind; V64 N1 P6-15 Jan 1970

Descriptors: exceptional child education; multiply handicapped; behavior change; teacher behavior; reinforcement; reinforcers; teaching methods; sequential approach

The article discusses behavior modification in light of teacher behavior and reinforcers as affecting student behavior. The teacher behaviors and hopeful reactions to them which are noted are an increased rate of giving positive reinforcers depending upon appropriate behavior and decreasing for negative behavior, measuring behavior before, during, and after instructional programs, individual altering of programs depending on behavior, and an ordering of complex behaviors in hierarchical complexity and teaching the least complex behavior first. Additional areas covered are separating complex behaviors into component parts and teaching each part separately, working with behaviors that match the environment to the child, and measuring, adjusting, and reworking programs. Also considered are methods of assessing and remediating expressive and receptive deficits. (JM)

ABSTRACT 21149

EC 02 1149 ED N.A.
Publ. Date Jan 70 4p.
Rodden, Hannah
Teaching Techniques for Institutionalized Blind Retarded Children.
EDRS not available
New Outlook For The Blind; V64 N1 P25-8 Jan 1970

Descriptors: exceptional child education; multiply handicapped; educational programs; visually handicapped; mentally handicapped; institutionalized (persons); institutional schools; social development; behavior change

A discussion of teaching techniques for blind mentally handicapped children is concerned with the large numbers of institutionalized persons who have no programs in effect to help them relate to the sighted world and the narrowness of existing programs. Suggested techniques include encouragement of self care skills, counseling, remedial experience activities, and a nursery school to teach mobility and command responses. Brief case studies referred to concern acceptance of blindness, teaching productive goals, and training in socially acceptable behaviors. (JM)

ABSTRACT 21212

EC 02 1212 ED N.A.
Publ. Date Sep 69 18p.
Anderson, Robert M.; Stevens, Godfrey D.
The Education of Mentally Retarded Deaf Children: Suggestions for Improving Programs.
University Of Pittsburgh, Pennsylvania
Office Of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS not available
OEG-32-48-110-5008
Teacher Of The Deaf; V47 N397 P387-404 Sept 1969

Descriptors: exceptional child research; mentally handicapped; aurally handicapped; multiply handicapped; educational programs; educational facilities; residential schools; special services; program improvement; ancillary services; teacher qualifications; instructional design; curriculum; administrator attitudes

Conflicting viewpoints exist with respect to the most appropriate facilities for the education of mentally retarded deaf children. This paper presents opinions of administrators of residential schools for the deaf relative to optimum physical facilities and educational services for retarded deaf children. In general, administrators tended to lean toward the development of services outside their own schools. (Author)

ABSTRACT 21408

EC 02 1408 ED N.A.
Publ. Date Dec 69 5p.
Bevans, Judith
The Exceptional Child and ORFF.
EDRS not available
Education Of The Visually Handicapped; V1 N4 P116-20 Dec 1969
Reprinted From Music Educators Journal, March 1969.

Descriptors: exceptional child education; music education; multiply handicapped; visually handicapped; mentally handicapped; teaching methods; Orff Method

A music program for the multiply handicapped blind developed by Carl Orff is described. Flexibility, which offers opportunity for maximum participation and creative contributions is cited as the value of the program. Suggestions are made concerning musical instruments, singing, song development, and movement and dance. (RJ)

ABSTRACT 21686

EC 02 1686 ED N.A.
Publ. Date Apr 70 12p.
Mitra, Sudhansu B.
Educational Provisions for Mentally Retarded Deaf Students in Residential Institutions for the Retarded.
EDRS not available
Volta Review; V72 N4 P225-36 Apr 1970

Descriptors: exceptional child education; institutionalized (persons); multiply handicapped; aurally handicapped; mentally handicapped; institutional schools; residential care; testing; educational programs; teacher qualifications

Questionnaires for teachers and for administrators as well as a hearing scale and a behavior rating scale were sent to 142 institutions for the retarded. Results received from 71 residential facilities were as follows: team evaluation is common for identifying deaf retardates; psychological and audiological tests are invariably used in identification; facilities for speech therapy are available, in 85% of the institutions; a range of 21% to less than 1% of retardates are found to be deaf; only 33% of school age retarded deaf children are in some educational or training program; and 80% of the retarded deaf have borderline or mild retardation with severe to profound hearing loss. Program objectives revealed three common goals: communication skills, social adjustment, and rudimentary academics. Types of instruction and teacher qualifications are discussed, and conclusions and recommendations are provided. (RJ)

ABSTRACT 21765

EC 02 1765 ED 035 144
Publ. Date Apr 69 133p.
Rigby, Mary E.; Woodcock, Charles C.
Development of a Residential Education Program for Emotionally Deprived Pseudo-Retarded Blind Children, Volume I. Final Report.
Oregon State School For The Blind, Salem
Office Of Education (DHEW), Washington, D. C., Bureau Of Education
EDRS mf,hc
OEG-32-47-0000-1007
BR-5-0400

Descriptors: exceptional child education; visually handicapped; multiply handicapped; residential programs; program evaluation; residential schools; interpersonal competence; social adjustment; physical activities; sensory experience; teaching methods; learning activities; records (forms)

To design a residential school program for multiply handicapped blind children and to develop identifying procedures for prospects for this type of program, 15 children (ages 5 to 13, legally blind, educationally retarded, multiply handicapped) of both sexes were enrolled in a 12 month program. The curriculum was based on a systematic presentation of real experiences to build concepts, continual participation in physical activity, on sensory stimulation and the encouragement of social interaction, and on an adaptation of the Montessori method. The children were evaluated at the beginning and end of the program by a multi-disciplinary team. The results indicated that all children except one made some improvement with the younger children showing most progress. Self care skills and social skills were improved. Findings also suggested that a group of five would be the ideal size, grouping should be according to functional ability, parental visits and vacations are beneficial, records must be kept and consultants available for individual evaluations, personnel must be well trained and screened, and further study is needed in like programs. Case studies are presented in two volumes, EC 004 819. (Author/JM)

ABSTRACT 21766

EC 02 1766 ED 035 145
Publ. Date Apr 69 573p.
Rigby, Mary E.; Woodcock, Charles C.
Development of a Residential Education Program for Emotionally Deprived Pseudo-Retarded Blind Children, Volumes II and III. Final Report.
Oregon State School For The Blind, Salem
Office Of Education (DHEW), Washington, D. C., Bureau Of Education
EDRS mf,hc
OEG-32-47-0000-1007
BR-5-0400

Descriptors: exceptional child research; case studies (education); visually handicapped; multiply handicapped; achievement; hygiene; individual development; medical case histories; eating habits; physical development; adjustment (to environment); psychological evaluation; psychomotor skills; student placement; performance

A continuation of a report (EC 004 818) presents appended case studies of 15 children involved in a residential school program for the multiply handicapped blind. Each study provides information on developmental history, medical data, personal hygiene, eating habits, physical development, psychological adjustment, object recognition, classroom performance, placement recommendation, and a psychological evaluation. Each study is accompanied by tables of performance. (JM)

ABSTRACT 22295

EC 02 2295 ED N.A.
Publ. Date Jan 67 111p.
Robbins, Nan; Stenquist, Gertrude
The Deaf-Blind Rubella Child. Perkins Publication Number 25.
EDRS not available
Perkins School For The Blind, 175 North Beacon Street, Watertown, Massachusetts 02172.

Descriptors: exceptional child research; multiply handicapped; rubella; case studies; deaf blind; academic achievement; intelligence level; communication problems; clinical diagnosis; preschool programs; academic ability

Twenty-eight children at Perkins School for the Blind with a prenatal history of maternal rubella were studied, and data were compiled on their characteristics. The children were multiply handicapped, primarily partially sighted with either severely impaired hearing or a 60-80 dB loss with generally flat configuration. Three were a heavy preponderance of IQ scores below 50 and a greater than normal number between 50 and 70 on the Ontario School Ability Examination. Distractibility was found to be a significant problem in the classroom, and basic proto-symbolic behavior was absent in more than one half of the group. Those who light-gazed excessively appeared to have serious learning disorders, only one had an obsessional trait other than light-gazing, and toilet training problems were related to generally slow development. In order to increase communicative abilities and foster language development, preschool programs are suggested which would include early introduction of amplification, glasses, and parent counseling. Additional information on 18 other children is appended. (RJ)

ABSTRACT 22401

EC 02 2401 ED N.A.
Publ. Date Mar 70 5p.
Rintelmann, William And Others
A Special Case of Auditory Localization: CROS for Blind Persons with Unilateral Hearing Loss.
Michigan State University, East Lansing, Department Of Audiology And Speech Sciences;
Northwestern University, Evanston, Illinois, Department Of Communicative Disorders
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Archives Of Otolaryngology; V91 N3 P284-8 Mar 1970

Descriptors: exceptional child services; deaf blind; hearing aids; mobility aids; visually handicapped mobility; sensory aids; auditory perception; echolocation; multiply handicapped

The report suggests that contralateral routing of signals (CROS) by a hearing aid may be useful in the habilitation of blind persons with profound unilateral hearing losses. Two case studies are presented of bilaterally blind persons who were fitted with CROS hearing aids while undergoing mobility training. In each case some improvement in mobility was reported, which was attributed to sound localization improved by the CROS hearing aid. This preliminary investigation concludes that CROS offers sound localization clues to the blind, even though the auditory cues are being received in only one ear. (Author/JB)

ABSTRACT 22654

EC 02 2654 ED N.A.
Publ. Date Jul 70 5p.
Lennan, Robert K.
Report on a Program for Emotionally Disturbed Deaf Boys.
EDRS not available
American Annals Of The Deaf; V115 N4 P469-73 Jul 1970

Descriptors: exceptional child research; multiply handicapped; program evaluation; emotionally disturbed; aurally handicapped; program descriptions; behavior change; intervention

To determine the effectiveness of behavior modification techniques on the behavior of emotionally disturbed, deaf boys, 16 boys (between ages 7 and 12, IQ of 85 or slightly above) were enrolled in a 2 year program. Techniques used included positive reinforcement, gradual reward deferment, checkcards, interventions, dormitory checkcards, and a small (one to four) staff-student ratio. Seven of the subjects reportedly made satisfactory adjustments into the regular classroom and the others will be included in a further program. The conclusion is that behavior modification techniques can be useful in the education of the emotionally disturbed, deaf child. (JM)

ABSTRACT 22664

EC 02 2664 ED N.A.
Publ. Date 63 89p.
Gruber, Kathern F., Ed.; Moor, Pauline M., Ed.
No Place to Go: A Symposium.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($1.35).

Descriptors: exceptional child education; visually handicapped; multiply handicapped; emotionally disturbed; educational diagnosis; educational needs; program planning; curriculum planning

The text, addressed to those educating the blind child who is retarded in development, defines the child, and discusses potentialities of family oriented counseling, factors affecting development and appraisal (behavior mannerisms, and developmental and communication problems), appraisal and evaluation (psychological, medical, neurological), and the child in school. The curriculum, administration policy, and dialogue between student and teacher are also described. Appendixes include case studies, psychological measurements, and a suggested day's program. (LE)

ABSTRACT 22807

EC 02 2807 ED 034 369
Publ. Date Jun 69 348p.
Brill, Richard G. And Others
Pilot Program with Seriously Emotionally Disturbed Deaf Children. Final Report.
California School For The Deaf, Riverside
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-7-062422-0208
BR-6-2422

Descriptors: exceptional child research; aurally handicapped; behavior change; intervention; program descriptions; emotionally disturbed; deaf; academic achievement; parent education; interpersonal competence; programed instruction; manual communication; reinforcement

A pilot project involved 21 emotionally disturbed deaf boys, all of whom had had no success in regular school attendance and several of whom had been excluded. Objectives were to modify behavior and to teach basic skills and subject content, enabling the boys to return to regular classes for the deaf. Features of the program were a small staff-pupil ratio, application of behavior modification, engineered instruction, in-

dividualized self instructional curriculum materials, coordinated classroom and dormitory activities, manual communication and parent education. Results indicated significant changes in class conduct and self control and significant gains in reading and arithmetic. Parents were enthusiastic about changes in the child, but made no meaningful changes in their own personal dimensions. Of the boys, one returned to a psychiatric hospital and nine successfully returned to regular classes for the deaf. (Author/JD)

ABSTRACT 22853

EC 02 2853 ED N.A.
Publ. Date 70 61p.
Guldager, Virginia
Body Image and the Severely Handicapped Rubella Child. Perkins Publication No. 27.
EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 ($2.00).

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; visually handicapped; preschool children; rubella; body image; self concept; evaluation techniques; measurement instruments; preschool programs; literature reviews

A scale to determine the level of body image development as manifested by imitation and object concept in multiply handicapped rubella children is presented. Results of evaluation of four children with the scale are outlined. Activities suitable for children functioning at various levels determined by the scale are suggested. Also included is a review of literature dealing with body image and self concept. (MS)

ABSTRACT 22868

EC 02 2868 ED 040 520
Publ. Date (69) 63p.
Hammer, Edwin K.
Deaf-Blind Children: A List of References.
Callier Hearing And Speech Center, Dallas, Texas
Texas University, Austin, Department Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf blind; bibliographies; periodicals; reference materials; exceptional child research; exceptional child services

Presented is a list of references from journals, newspapers, and professional reports dealing with various aspects of the deaf-blind child. (JM)

ABSTRACT 22907

EC 02 2907 ED 040 559
Publ. Date Apr 69 43p.
Policies and Procedures: Centers and Services for Deaf-Blind Children.
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf blind; program proposals; educational legislation; services; supplementary educational centers; agencies; organization; program development; Public Law 90-247; Elementary and Secondary Education Act Title VI

Provisions for the establishment of centers and services for deaf-blind children under the Elementary and Secondary Education Act Title VI, Part C are described. Explained are criteria for agency eligibility, coordination among agencies, services provided by a comprehensive center, and activities authorized by the Act. Also discussed are developmental and operational projects, submission of proposals, the form of proposal information, and review and approval procedures. Information is also included on various regulations, grant terms and conditions, and special provisions of the Act. (JM)

ABSTRACT 23045

EC 02 3045 ED N.A.
Publ. Date 64 90p.
Robbins, Nan
Auditory Training in the Perkins Deaf-Blind Department.
EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 ($2.00).

Descriptors: exceptional child education; multiply handicapped; deaf blind; auditory training; sensory training; auditory discrimination; aural stimuli; speech instruction; hearing aids; psychophysiology

Written for teachers of deaf-blind children, the booklet describes methods for developing and conserving residual hearing. Introductory material deals with the psychophysiology of hearing, nature of auditory training, and methods of amplification. Control of the auditory environment is discussed in relation to various types of hearing disorders. Types of sound stimuli are explored: gross sounds, environmental sounds, musical sound, and speech. Specific teaching activities are listed for each sound area. (JB)

ABSTRACT 23058

EC 02 3058 ED N.A.
Publ. Date 59 152p.
Report of Committee on Services for the Deaf Blind to the World Assembly of the World Council for the Welfare of the Blind.
EDRS not available
U. S. Department Of Health, Education, And Welfare, Office Of Vocational Rehabilitation, Washington, D. C. 20201 ($2.00).

Descriptors: multiply handicapped; deaf blind; communication (thought transfer); manual communication; special services; interpersonal relationship

The report of the Committee on Services for the Deaf-Blind contains their conclusions related to communication and services for the deaf-blind. Various methods of communication reviewed include: the International Standard Manual Alphabet for the blind, other manual alphabets, braille, typing and script writing, alphabet plates and gloves, mechanical devices and machines, speech, and lipreading. Discussed are the first steps in the development of an International Rapid Manual Alphabet. The Basic Minimum Services Proposal for deaf-blind persons covers the areas of understanding, communication, work, play, and services. Guidelines are suggested for the helper of deaf-blind persons. Appendixes include the interim report of the Committee, a verbatim excerpt from a discussion at the 1957 Conference on Communication for the Deaf-Blind, questions asked of deaf-blind persons, a discussion of relocation to centers, a description of a series of volumes on the rehabilitation of the deaf-blind, comments on making friends with a deaf-blind person, and a bibliography of resource literature. (KW)

ABSTRACT 23067

EC 02 3067 ED N.A.
Publ. Date 57 157p.
Huffman, Mildred Blake
Fun Comes First for Blind Slow Learners.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.00).

Descriptors: exceptional child education; multiply handicapped; visually handicapped; mentally handicapped; slow learners; teaching procedures; elementary school students; institutiona schools

Written for classroom teachers by a classroom teacher, the book illustrates through discussion, photographs, and annotated tape recorded conversations how growth was promoted in slow learning blind elementary age children in a residential school for the blind. The application of educational goals and principles to the teaching of these children and the procedures used by the teacher in directing the classroom activities and learning are described, including practical teaching suggestions. Fun experiences interesting to children are emphasized, and their effects on the emotional, social, and educational growth of the children are recounted. The annotated copies of classroom tape recordings are appended for further evaluation and explanation of the teaching procedures discussed. (KW)

ABSTRACT 23102

EC 02 3102 ED N.A.
Publ. Date 66 52p.
Lowe, Armin, Ed.
Multiple Handicapped Hearing-Impaired Children.
EDRS not available

Siepmann, D 4330 Mulheim/Ruhr, Von Bock Strabe 7, West Germany.
Horgeschadigte Kinder; Special Edition Number 5, Gehorlosen-druckerei Heinrich

Descriptors: exceptional child education; aurally handicapped; multiply handicapped; deaf blind; physically handicapped; cerebral palsy; speech therapy; hearing aids; child development; medical treatment

The German Society for the Rehabilitation of People with Impaired Hearing has assembled a volume of reports to draw the attention of experts and the public to seriously disabled children. These include deaf-blind children, deaf children with malformed limbs, and deaf children with neuro-muscular disorders. Eleven reports by German specialists, some containing photographs, deal with the following subjects: deaf dysmelia (malformation of limbs) children, speech education and social behavior, investigations on school readiness among children with defective hearing, surgery for the improvement of the hearing of dysmelia children, and deafness and cerebral palsy. Other subjects discussed are the deaf-blind, speech therapy for children with motility disorders, hearing aids for children with ear malformation, and early developmental disorders. (GD)

ABSTRACT 23116

EC 02 3116 ED N.A.
Publ. Date 58 982p.
Rehabilitation of Deaf Blind Persons: Volumes I-VII.
Office Of Vocational Rehabilitation (DHEW), Washington, D. C.
EDRS not available
Industrial Home For The Blind, Nassau-Suffolk Home For The Blind, 329 Hempstead Turnpike, West Hempstead, New York 11552 (Complete Series ($10.00).

Descriptors: multiply handicapped; deaf blind; rehabilitation; professional services; communication skills; medical evaluation; psychological studies; vocational adjustment; adults; recreation; social characteristics

The series of reports on deaf blind rehabilitation comprises seven volumes. Information is provided as a manual for professional workers, for communication, on a report of medical studies on deaf blind persons, and on a psychological study of the deaf blind. Discussions also concern studies in the vocational adjustment of deaf blind adults, recreation services, and a survey of selected social characteristics of deaf blind adults in New York State in 1957. (JM)

ABSTRACT 23142

EC 02 3142 ED N.A.
Publ. Date 63 57p.
Robbins, Nan
Speech Beginnings for the Deaf-Blind Child: A Guide for Parents.
EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 ($2.00).

Descriptors: exceptional child education; multiply handicapped; language development; deaf blind; oral communication; speech instruction; parent participation; guidelines; learning processes; teaching techniques; behavior; social development; lipreading

Designed for parents of deaf-blind children, the booklet discusses processes by which children learn to speak and the relationships between communication and physical, mental, and social growth. Speech development in normal children is compared with that of deaf-blind children. Specific areas are outlined in which parents may assist their deaf-blind children in attaining speech readiness. Social development and life experiences are emphasized. The necessity for helping the child become independent is discussed with regard to eating, dressing, washing and toileting, getting about, and playing with others. These experiences are related to the steps in learning speech: awareness, non-verbal communication, understanding speech, speech. Parental attitudes and activities are discussed, with recommendations for maintaining healthy relationships with the child. (JB)

ABSTRACT 23350

EC 02 3350 ED N.A.
Publ. Date Mar 68 9p.
Graham, Milton D.
Multiply Impaired Children: An Experimental Severity Rating Scale.
EDRS not available
New Outlook For The Blind; V62 N3 P73-81 Mar 1968

Descriptors: exceptional child research; visually handicapped; multiply handicapped; rating scales; teaching load; educational planning; teacher distribution; Oregon Severity Rating Scale for Multiply-Impaired Children (ORS)

A Severity Rating Scale for multiply handicapped children was devised in the following way: starting with the premise that one average teacher can handle ten normal blind children, it can be stated quantitatively that blindness has a numerical value of six and therefore that one average teacher can handle a teaching load of sixty points. Placing weighted numerical scores on all other impairments and disabilities in terms of severity yields a table which will give individual scores for multiply handicapped children. A modified scale to reduce difference of interpretation by raters includes classifications or tests of functional vision, functional hearing, functional CA vs. academic level of achievement, functional intelligence, functional emotional abilities, speech problems, cerebral palsy, brain damage, epilepsy, and mobility. The scale was used to estimate the academic loads for two successful residential schools for the blind and the computed need for teachers coincided closely with the actual number of teachers. (LE)

ABSTRACT 23352

EC 02 3352 ED N.A.
Publ. Date Jan 69 81p.
Education and Training; Directory, Special Education Classes, Conus and Overseas.
Department Of The Army, European Area, New York, United States Dependents Schools
EDRS not available
Department Of The Army, Directorate, United States Dependents Schools, European Area, APO, New York, New York 09164.

Descriptors: exceptional child education; special classes; handicapped children; directories; military personnel; armed forces; educational facilities; educational programs; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; physically handicapped; orthopedically handicapped; learning disabilities; neurologically handicapped; emotionally disturbed; speech therapy; parent associations; foreign countries; United States

Information is provided concerning the location of special education facilities on or within a 30-mile commuting distance of most U.S. military installations in the United States or abroad. For each base in the United States, the county of its location is stated. For all bases, here and abroad, the distance in miles to the educational facilities is specified. The number or the presence of an unknown number of classes is indicated for the following: educable mentally retarded, trainable mentally retarded, orthopedically handicapped, neurologically handicapped, emotionally disturbed, and speech therapy. The number of chapters of the National Association for Retarded Children is also given. This directory supersedes the first edition, included in ERIC as ED 018 060. (JD)

ABSTRACT 30023

EC 03 0023 ED 043 149
Publ. Date 70 103p.
Salmon, Peter J.
Out of the Shadows.
Industrial Home For The Blind, Brooklyn, New York
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
National Center For Deaf-Blind Youths And Adults, 105 Fifth Avenue, New Hyde Park, New York 11040 ($1.00).

Descriptors: multiply handicapped; deaf blind; rehabilitation programs; demonstration projects; community attitudes; special services; community services; research projects; evaluation techniques; adults; vocational rehabilitation; Anne Sullivan Macy Service for Deaf-Blind Persons

Described is the Anne Sullivan Macy Service for Deaf-Blind Persons, a regional demonstration and research project conducted by the Industrial Home for the Blind in New York and the Social and Rehabilitation Service (DHEW). The purposes of the project

are noted to be rehabilitation services to the deaf-blind, mobilization of state and local community resources to initiate referrals for rehabilitation and to provide services following rehabilitation, development of affirmative attitudes by the public toward deaf-blindness, and data collection, research studies, and dissemination of findings. The report describes the deaf-blind, the dimensions of the problem, the rehabilitation program organized, and the approach to cultivating public and professional concern. The salient features of the client group of 171 deaf-blind persons are described, as are the measuring procedures used (observational comparison and followup survey), and the findings of these studies. Recommendations for improving services in the future are made. Appendixes include the schedule of evaluation procedures, characteristics at intake of the clients, changes resulting from rehabilitation in a sample of 50 clients, changes in agency attitudes, a list of publications related to the project, guidelines for volunteers, and descriptions of manual alphabets. (KW)

ABSTRACT 30025

EC 03 0025 ED 043 151
Publ. Date Jan 69 110p.
Curtis, W. Scott; Donlon, Edward T.
An Analysis of Evaluation Procedures, Disability Types, and Recommended Treatments for 100 Deaf-Blind Children.
Syracuse University, New York, Division Of Special Education And Rehabilitation
Social And Rehabilitation Service (DHEW), Washington, D. C., Research And Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; deaf blind; clinical diagnosis; classification; taxonomy; multiply handicapped; vocabulary; language classification; evaluation methods

Descriptions by various professionals of 70 multiply handicapped deaf-blind children evaluated at the Syracuse University Center for the Development of Blind Children were examined for terminology used to describe the child and his life situation. Purposes were to develop some epidemiological characteristics of the multiply handicapped, deaf-blind population; identify terminology; classify terminology used by profession of examiner and by categories of diagnostic import (e.g., social-emotional, physical-medical, communicative); and develop suggestions and implications for utilization of this data to improve the evaluation process and communication of evaluation results. Inspection of terms in six professional reports on each child showed 1,646 terms, and no term occurred over four times. A general plan for the use of a formalized video-tape protocol for communication between agencies and as a means of standardizing observation procedure was evolved. It is suggested that the value of professional terminology be examined both in client contact and in student training. The above project initiated research and training proposals based on the above findings. Appendixes include statistical reports from the American Association for the Blind, terms used in initial and final analyses, and recommendations listed in report summaries. (KW)

ABSTRACT 30031

EC 03 0031 ED 043 157
Publ. Date 70 102p.
Directory of Services for the Multiply Handicapped Deaf and or Hearing Impaired.
Gallaudet College, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; multiply handicapped; directories; residential schools; educational facilities; institutions; research projects; literature reviews; bibliographies; rubella

The directory contains information on centers, facilities, and schools which provide some services or programs suitable to the needs of the deaf or hearing impaired who have additional handicaps (adults as well as children). A brief description of the facility, the clients served, and the services offered accompanies the listing of each facility's name, address, and director. In addition, the following information is included: research projects in the field of rubella, and relating to the multiply handicapped; abstracts of literature on rubella and on the multiply handicapped hearing impaired; and bibliographies of literature on rubella and on the deaf multiply handicapped. (KW)

ABSTRACT 30040

EC 03 0040 ED 043 165
Publ. Date Mar 70 430p.
The Needs of the Deaf and Hearing Impaired. Legislative Document No. 99.
Temporary State Commission To Study And Investigate The Problems Of The Deaf, Albany, New York
EDRS mf,hc

Descriptors: aurally handicapped; special services; individual needs; multiply handicapped; preschool education; hearing aids; insurance programs; identification; preventive medicine; annual reports; New York State

The Temporary State Commission to Study and Investigate the Problems of the Deaf presents a third annual report on the needs, services, and programs to aid the deaf and hearing impaired in New York State. The commission engaged in research activities to provide data necessary to substantiate legislation and to pursue the implementation of previous recommendations. The following areas of investigation are reported upon: hearing aids, life and automobile insurance, prevention and early detection of deafness (rubella immunization and infant auditory screening program), multiply handicapped deaf children (dependency, services and programs), preschool education, and care of the aged deaf. Recommendations are made. Extensive appendixes include the text of legislative acts, proceedings of the commission's meetings and hearings, and questionnaires employed. (KW)

ABSTRACT 30124

EC 03 0124 ED N.A.
Publ. Date 59 48p.
Dinsmore, Annette B.
Methods of Communication with Deaf-Blind People.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($0.50).

Descriptors: multiply handicapped; deaf blind; communication (thought transfer); communication skills; manual communication

Methods of communication with the deaf blind are explained, including nine requiring learning on the part of the speaker as well as the deaf blind person and seven involving learning by the deaf blind person only. The handbook is intended as an aid to families and friends of the deaf blind, as well as to professional personnel. (JD)

ABSTRACT 30126

EC 03 0126 ED N.A.
Publ. Date 67 112p.
Wolf, James M.
The Blind Child with Concomitant Disabilities. Research Series No. 16.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($1.00).

Descriptors: exceptional child research; multiply handicapped; visually handicapped; mentally handicapped; statistical studies; educational needs; educational programs; incidence; residential schools; special classes; admission criteria

An inquiry schedule was used to obtain data from chief administrators at 48 residential schools for the blind and from 53 classroom teachers conducting special classes for mentally handicapped visually impaired children. Enrollment of the 48 schools numbered 6,696 children; the special classes, 453. Thirty-five schools, representing 70% of the population, reported 1,170 mentally retarded blind children enrolled. Results indicated a trend for the schools to accept multiply handicapped children. However, there was a lack of agreement regarding facility needs, educational theories, instructional processes, and educational classification for multiply handicapped blind students. (JD)

ABSTRACT 30128

EC 03 0128 ED N.A.
Publ. Date 69 8p.
The Preschool Deaf-Blind Child.
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: multiply handicapped; deaf blind; self care skills; preschool children; parent role

Addressed to parents of deaf blind preschoolers, the pamphlet suggests ways of helping the child learn self care skills. Walking, eating, toilet habits, sleeping, dressing, and speech are touched upon. (JD)

ABSTRACT 30133

EC 03 0133 ED N.A.
Publ. Date 68 40p.
Loomis, Chester
An Introduction to Development of Curriculum for Educable Mentally Retarded Visually Handicapped Adolescents.
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation for the Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child education; multiply handicapped; visually handicapped; mentally handicapped; educable mentally handicapped; curriculum guides; adolescents

Curriculum suggestions are made for educable mentally retarded visually handicapped adolescents. Both academic and living areas are covered. Basic considerations in planning and developing curriculum are set forth. (JD)

ABSTRACT 30139

EC 03 0139 ED N.A.
Publ. Date Mar 69 107p.

Proceedings of the Regional Institute on the Blind Child Who Functions on a Retarded Level (Austin, Texas, May 8-10, 1968).
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($2.00).

Descriptors: exceptional child education; multiply handicapped; mentally handicapped; visually handicapped; learning characteristics; educational needs; educational programs; design needs; residential care; social services; conference reports

Conference papers review the educational needs of mentally retarded blind children and describe a state residential school program. Further papers treat learning characteristics, environmental design, care and management, educational and psychological management, and community and institutional services. (JD)

ABSTRACT 30140

EC 03 0140 ED N.A.
Publ. Date 68 82p.
Graham, Milton D.
Multiply Impaired Blind Children--A National Problem.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child research; multiply handicapped; visually handicapped; national surveys; statistical data; educational needs

A mail questionnaire sent to public and private institutions, agencies, and schools yielded a sample of 8,887 multiply impaired (MI) blind children, an estimated two-thirds of the MI blind population. Of the sample, 63% had two or more handicaps in addition to their blindness; in 80% of the cases, mental retardation was a concommitant disability. Reading and mobility performances were poor and reflected the lack of training and aids. Data implied the need for early detection, alternatives to institutionalization, planning of services, professional training, and educational innovation. Appended descriptive statistical data constitute one-half of the document. (JD)

ABSTRACT 30153

EC 03 0153 ED N.A.
Publ. Date 70 73p.
The Blind Child Who Functions on a Retarded Level: Selected Papers.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($1.00).

Descriptors: exceptional child education; visually handicapped; mentally handicapped; multiply handicapped; teaching techniques; institutionalized (persons); psychomotor skills; behavior change; psychological evaluation; rubella; teacher education; family attitudes

Papers dealing with the mentally handicapped blind child are: The Challenge, by Philip Roos; Effect Upon a Family of a Child with a Handicap, by Lillian Warnick; The Child with Rubella Syndrome, by Louis Cooper; Teaching the Multiply Handicapped Blind Child, by Maurice Tretakoff; The Challenge for Teacher Preparation, by Verna Hart; Educational and Psychological Management, by William J. Wood; Teaching Techniques for Institutionalized Blind Retarded Children, by Hannah Rodden; Sunrise Project for the Blind, by Jim Leverett and Allan I. Bergman; Importance of Motor Development and Motor Skills for the Institutionalized Blind Mentally Retarded, by Paul R. McDade; Adapting School Psychological Evaluation to the Blind Child, by James Parker; and Behavior Modification with the Multi-Handicapped, by Lawrence A. Larsen. (KW)

ABSTRACT 30295

EC 03 0295 ED N.A.
Publ. Date Jul 70 10p.
Johnston, W. A.
Teaching Handwriting to Multiply Handicapped Deaf Children.
EDRS not available
Teacher Of The Deaf; V68 N402 P270-9 Jul 1970

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; communication skills; handwriting; language arts; teaching methods; visual perception

A programed approach to teaching handwriting to multiply handicapped deaf children is described. Skills stressed include perceptual discrimination and eye hand coordination. Suggestions are given for the order and means of teaching letter shapes. (JD)

ABSTRACT 30421

EC 03 0421 ED 043 985
Publ. Date 68 93p.
Abel, Georgie Lee And Others
The Counseling Process and the Teacher of Children with Multiple Handicaps.
San Francisco State College, California
EDRS mf,hc

Descriptors: exceptional child services; multiply handicapped; visually handicapped; counseling; teacher role; counselor role; case studies; conference reports

The focus of the institute on the counseling process and teachers of multiply handicapped children was on children with at least one sensory, emotional, or physical impairment in addition to a visual handicap. The roles of the specialist and the teacher in the counseling process and the determination of the best educational placement for the child were considered. The multi-disciplinary approach to children with multiple handicaps was urged. Six case studies are presented for study, and observations and implications based on the case studies are noted. A summary and recommendations for further study and follow-up are included. (KW)

ABSTRACT 30476

EC 03 0476 ED N.A.
Publ. Date Oct 70 3p.
Cleland, Charles C.; Swartz, Jon D.
Training Activities for the Mentally Retarded Blind.
EDRS not available
Education Of The Visually Handicapped; V2 N3 P73-5 Oct 1970

Descriptors: exceptional child education; multiply handicapped; recreational activities; mentally handicapped; blind; games; enrichment

Selected training activities for the mentally retarded blind are described including the sport of fishing, games involving the sense of smell, and emotional experiences of simulation to evoke sensations of awe and grandeur. (RD)

ABSTRACT 30481

EC 03 0481 ED N.A.
Publ. Date Oct 70 2p.
Bowling, Wallace Lee
The Introduction of Signs and Fingerspelling to a Deaf-Blind Child.
EDRS not available
Education Of The Visually Handicapped; V2 N3 P89-90 Oct 1970

Descriptors: exceptional child education; deaf blind; manual communication; finger spelling; sign language

The treatment and progress of a ten year old deaf blind girl are reported. Instruction in manual signs and finger spelling is briefly described. (RD)

ABSTRACT 30530

EC 03 0530 ED N.A.
Publ. Date Mar 69 233p.
Adler, Edna P., Ed.
Deafness: Research and Professional Training Programs on Deafness Sponsored by the Department of Health, Education, and Welfare. Monograph No. 1.
EDRS not available
Journal Of Rehabilitation Of The Deaf, Department Of Special Education And Rehabilitation, University Of Tennessee, Knoxville, Tennessee 37916.

Descriptors: exceptional child research; aurally handicapped; multiply handicapped; deaf blind; research projects; demonstration projects; professional education; international programs; communication problems; audition (physiology); research and development centers; national programs; U.S. Department of Health, Education, and Welfare

Information is provided about research and training activities related to deafness and sponsored by the United States Department of Health, Education, and Welfare. Information in narrative and chart form describes activities of the Rehabilitation Services Administration, the Center for Research and Advanced Training in Deafness Rehabilitation, the International Program of the Social and Rehabilitation Service, the Children's Bureau, the Bureau of Education for the Handicapped, and the National Institute of Neurological Diseases and Blindness. (MS)

ABSTRACT 30569

EC 03 0569 ED N.A.
Publ. Date Aug 70 28p.
Skertich, George J.
Educational Specifications; Trainable Mentally Handicapped and Multiply Handicapped Facility.
EDRS not available
Thornton Area Public School Association, 250 West Sibley Boulevard, Dalton, Illinois 60419.

Descriptors: trainable mentally handicapped; multiply handicapped; educational facilities; facility requirements; building design

Educational specifications for a facility for the trainable retarded and multiply handicapped are described. Background information concerns the philosophy of the Thornton Area public school association, educational and design goals, and implications and considerations for the architect. Educational specifications are given in terms of general information, organizational and utilizational plans, classroom areas, traffic, internal movement, groupings, special utilities, and service facilities. General area requirements are listed for the following: administrative complex, ancillary services, teachers' workroom and storage space, conference room, multi-purpose room, gymnasium, audio-visual center, prevocational area, greenhouse, home simulator, outdoor education and recreation, and service system requirements. (RJ)

ABSTRACT 30625

EC 03 0625 ED 044 862
Publ. Date 70 33p.
Hammer, Edwin K.
Area Centers for Services to Deaf-Blind Children in Arkansas, Louisiana, Oklahoma, and Texas. Final Report: Planning Year.
Callier Hearing And Speech Center, Dallas, Texas
EDRS mf,hc
OEG-0-9-536003-4093(609)

Descriptors: exceptional child research; deaf blind; state surveys; statistical data; incidence; regional programs; interagency cooperation; education service centers; program descriptions; models; Arkansas; Louisiana; Oklahoma; Texas; Area Centers for Services to Deaf Blind Children

To assess the educational needs within the region, a survey of deaf-blind individuals was conducted in 1969 involving 279 teachers, 85 United Fund agencies, 12 caseworkers, 20 education service centers, and ten parents. The survey resulted in the identification of 454 deaf blind children and adults in Arkansas, Louisiana, Oklahoma, and Texas. The project report also included a discussion of parent services, professional development, prototype models of services (medical, interagency, itinerant teacher, communications, residential, diagnostic, evaluative, and public school day programs), and recommendations for improved services. Tables provide incidence figures and distribution data on deaf blind children in the region, and appendixes contain information regarding the advisory committees, related references, workshop activities, and equipment. (RD)

ABSTRACT 30686

EC 03 0686 ED N.A.
Publ. Date 70 2p.
Dantona, Robert
Centers and Services for Deaf-Blind Children.
EDRS not available
Hearing And Speech News; V38 N4 P12-3 Jul-Aug 1970

Descriptors: exceptional child services; multiply handicapped; deaf blind; regional programs; federal aid; Regional Centers for Deaf-Blind Children; Elementary and Secondary Education Act Title VI

The Regional Centers for Deaf-Blind Children (Elementary and Secondary Education Act Title VI) are discussed in terms of origin, services, administration, and current status. Surveys, inservice training, and workshops conducted by regional center programs are described. (MS)

ABSTRACT 30855

EC 03 0855 ED N.A.
Publ. Date Dec 70 2p.
Love, Nash W., Jr.
The Relative Occurrence of Secondary Disabilities in Children with Cerebral Palsy and Other Primary Physical Handicaps.
EDRS not available
Exceptional Children; V37 N4 P301-2 Dec 1970

Descriptors: exceptional child research; physically handicapped; multiply handicapped; cerebral palsy; incidence

Sixty-one elementary school children (ages 6-12) with a primary diagnosis of physically handicapped were evaluated to determine the presence of secondary disabilities. Of the total group, 84% had such disabilities. Of the 36 cerebral palsied children, 92% had secondary disabilities compared to 74% of the other 25. The cerebral palsied children had significantly more mental retardation and speech disabilities. The importance to educators of these multiple disabilities is noted. (RJ)

ABSTRACT 30880

EC 03 0880 ED N.A.
Publ. Date Dec 70 3p.
Wiehn, Virginia
An Early Childhood Education Program for Deaf-Blind Children.
EDRS not available
New Outlook For The Blind; V64 N10 P313-6 Dec 1970

Descriptors: early childhood education; deaf blind; summer programs; multiply handicapped; parent role; family role

Services provided to preschool deaf-blind children by a school for the blind are described. Institutes attended by parents and children, home visits to local families by the school staff, and 1-week summer residential programs for entire families are discussed with the activities provided. The overall evaluation of these projects is indicated as very favorable. (RJ)

ABSTRACT 31005

EC 03 1005 ED 044 895
Publ. Date 70 168p.
Curtis, Scott, Ed. And Others
Deaf Blind Children: Evaluating Their Multiple Handicaps.
American Foundation For The Blind, New York, New York
EDRS mf,hc

Descriptors: exceptional child services; multiply handicapped; deaf blind; evaluation methods; clinics; diagnostic tests; medical evaluation; psychological evaluation; educational diagnosis; administration; individual characteristics; speech evaluation; audiometry; Syracuse University Center for the Development of Blind Children

Prepared by specialists on the evaluation team at the Syracuse University Center for the Development of Blind Children,

the book describes the procedures of the special diagnostic clinic within this unit. The diagnostic clinic was established to provide a unified approach to the evaluation and study of multiply handicapped children. Described in detail are the various evaluation and examination techniques and procedures developed by the various disciplines participating in the program. Chapters deal with the general characteristics of deaf-blind children (Elizabeth Wagner), administration (Edward T. Donlon), psychoeducational evaluation (Edward T. Donlon), speech and language evaluation (Scott Curtis), casework evaluation (Vernon Wolston), pediatric examination (Miriam Swift), audiological examination (E. Harris Nober), ophthalmological examination (Joseph Frank), neurological evaluation (A. William Wright), and methods of education (Annette B. Dinsmore). (KW)

ABSTRACT 31121

EC 03 1121 ED N.A.
Publ. Date Nov 70 6p.
Cleland, Charles C.; Swartz, Jon D.
The Blind Retardate--Three Program Suggestions.
EDRS not available
Training School Bulletin; V67 N3 P172-7 Nov 1970

Descriptors: exceptional child education; mentally handicapped; recreational programs; multiply handicapped; blind

Three program suggestions to enhance enjoyment and promote learning in the blind educable mentally handicapped child are made. Adaptions of games (hide-and-seek) to promote later adult adjustment, music's role in socialization of the blind retardate, and ideas gathered from the blind themselves are discussed. (CD)

ABSTRACT 31209

EC 03 1209 ED N.A.
Publ. Date Dec 70 8p.
Jablons, Beverly
A Public School Program for Multiply Handicapped Deaf Children.
EDRS not available
Volta Review; V72 N9 P552-9 Dec 1970

Descriptors: exceptional child education; aurally handicapped; multiply handicapped; junior high school students; psychomotor skills; perception; memory; educational programs; academic achievement; New York

The educational program for multihandicapped deaf children initiated at Junior High School 47, New York City's Public School for the Deaf, is described. Thirty children, ages 8-11 years, were selected. These children, referred to by the staff as Factor X children (etiology unknown) defy categorical diagnosis and cannot learn at a normal pace. The selection of the staff and the program is described. The program begins with exercises to develop gross motor coordination and includes tactile and kinesthetic approaches to help fine motor coordination, and activities to teach visual memory and perception. The children were divided into fast and slow groups, and it was a year before the slower group was introduced to academic work. Methods of teaching math, language, memory, and speech are discussed, and some individual cases are described. These children now know what it means to succeed and achieve. (GD)

ABSTRACT 31256

EC 03 1256 ED 046 172
Publ. Date Sep 70 236p.
Vails, Lavolia W. And Others
ESEA Title III Special Education Projects: Fiscal Year 1970. Final Evaluation Report.
District Of Columbia Public Schools, Washington, D. C.
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; handicapped children; educational programs; program evaluation; aphasia; rubella; trainable mentally handicapped; emotionally disturbed; multiply handicapped; deaf blind; mentally handicapped; District of Columbia; Elementary and Secondary Education Act Title III

Five experimental programs in the District of Columbia, which were implemented in 1968-69 and have served 116 handicapped children, are evaluated. The programs provided individualized instruction for aphasic, rubella, severely mentally retarded, seriously emotionally handicapped, and multiply handicapped children. A summary and a consultant's detailed evaluation of each program are included. The extent to which programs met their objectives, strengths and weaknesses, successes and failures are examined, and recommendations offered. Descriptive statistical data is included. Programs concentrated upon the development of linguistic and conceptual ability for aphasics, behavior modification principles in the emotionally handicapped program, the training of adaptive behaviors for the mentally retarded, and comprehensive education for the multiply handicapped deaf and the rubella children. (KW)

ABSTRACT 31327

EC 03 1327 ED N.A.
Publ. Date (68) 43p.
Ahlstrom, Eleanor And Others
A Curriculum Instruction Guide for Orthopedically Handicapped Children.
Seattle Public Schools, Washington
EDRS not available
Seattle Public Schools, Administrative And Service Center, 815 Fourth Avenue North, Seattle, Washington 98109.

Descriptors: exceptional child education; physically handicapped; multiply handicapped; educable mentally handicapped; curriculum guides; teaching guides; primary grades; intermediate grades; junior high schools; Washington

A curriculum guide for teachers of the physically handicapped is presented. Objectives of the program, characteristics of the physically handicapped and their needs, approaches to teaching, classroom organization and management, and contact class arrangements are discussed. Adaptations of curriculum include instruction for those following the regular course of study (those with normal intellectual potential) from primary through intermediate to junior high school level, and for those following the educable mentally handicapped course of study from primary through intermediate to prevocational. Language arts, mathematics, science, social studies, music, and physical education are basic to the curriculum levels. (CD)

ABSTRACT 31399

EC 03 1399 ED N.A.
Publ. Date Feb 69 18p.
Vernon, McCay
Multiply Handicapped Deaf Children: The Causes, Manifestations, and Significances of the Problem.
EDRS not available
E.E.N.T. Digest; V31 P40-58 Feb 1969

Descriptors: exceptional child research; aurally handicapped; multiply handicapped; etiology; statistical data; neurological defects; rubella; Rh factors; premature infants; meningitis

Statistical information concerning the magnitude and nature of the problem of the multiply handicapped deaf child is presented. It is pointed out that behavior of deaf children, previously explained as a reaction to deafness, is often an interaction effect of both deafness and of other central nervous system (CNS) pathology associated with the condition causing deafness. Many language disabilities, learning disabilities, impulse disorders, psychoses, and other behavioral disorders are shown to be accounted for in part by CNS pathology present in many deaf children. Examined is the nature of four etiologies which are leading causes of deafness and which also result in other disabilities--maternal rubella, complications of Rh factor, meningitis, and premature birth. Data show the prevalence of major types of physical and psychologic anomalies in the deaf children of the four etiologic groups. (KW)

ABSTRACT 31491

EC 03 1491 ED N.A.
Publ. Date Jan 71 11p.
Zausmer, Elizabeth
Congenital Rubella: Pathogenesis of Motor Deficits.
EDRS not available
Pediatrics; V47 N1 P16-26 Jan 1971

Descriptors: exceptional child research; multiply handicapped; rubella; motor development; prenatal influences; pregnancy; perceptual motor coordination; age differences; infectious diseases

Study of the motor behavior of 43 children, ages 3-4 1/2 years, with major hearing loss and a history of maternal

rubella revealed a relation between the character and degree of their motor deficits and the maternal gestational age at which the infection had occurred. It appeared that infection during the first 4 gestational weeks results in the greatest multiple handicaps for rubella children, and that the most serious motor deficits are associated with this period of pregnancy. It was also found that locomotor activities that require the maintenance of upright posture and equilibrium are most frequently, though not seriously, affected if the rubella infection occurs between the 5th and the 8th week of gestation; the risk of motor deficits is considerably reduced if infection occurs after the 8th week of pregnancy. The result of the study supports the hypothesis that motor deficits in children with congenital rubella can be attributed to damage at specific stages of embryologic development, when the structures that will be involved in a particular motor activity are in the most crucial stage of organization and differentiation. (Author)

ABSTRACT 31527

EC 03 1527 ED 046 447
Publ. Date 70 134p.
Exceptional Children Conference Papers: Administrative Procedures and Program Organization
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970).

Descriptors: exceptional child education; administrative organization; program development; conference reports; program design; multiply handicapped; mentally handicapped; work study programs

Administration procedures and program organization is the topical consideration of nine papers selected from those presented at the CEC Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970). The presentations include an introduction to interdistrict cooperatives; special education and government and problems in rural areas; work experience programs for the educable mentally handicapped and a community work study endeavor; programs for the multiply handicapped and a multidiscipline approach to the treatment of multiply handicapped children; and a description of a work oriented school for educable mentally handicapped. Other collections of papers from the conference have been compiled and are available as EC 031 525 (Pre and Inservice Teacher Training), EC 031 526 (Social and Institutional Changes in Special Education), EC 031 528 (Involvement of Parents in School Programs), and EC 031 529 (Teaching Strategies, Methods, and Instructional Materials). (CD)

ABSTRACT 31719

EC 03 1719 ED N.A.
Publ. Date Mar 71 2p.
Friedman, Ronald J.; MacQueen, John
Psychoeducative Considerations of Physically Handicapping Conditions in Children.
EDRS not available
Exceptional Children; V37 N7 P538-9 Mar 1971

Descriptors: exceptional child research; physically handicapped; mentally handicapped; emotional problems; multiply handicapped; incidence

To ascertain the prevalence of intellectual handicaps and emotional disturbances among physically handicapped children, a sample of 195 physically handicapped children from a six-county area of Iowa were evaluated by a team of specialists in diagnostic clinics. Incidence of five major categories of physical handicap was determined. It was found that 43% of the sample had some degree of mental retardation (IQ less than 80) and retardation was most frequently associated with cerebral palsy. The EMR physically handicapped represented only 5% of EMR population in the area, while the TMR physically handicapped represented 26% of all TMR children. Incidence of hearing loss was 7% and incidence of speech handicaps was 37% (most frequently articulation problems and among the cerebral palsied) in the sample. Approximately 25% showed some psychological maladjustment, and 20% of the families evaluated had adjustment problems related to the handicapped child. (KW)

ABSTRACT 31744

EC 03 1744 ED 046 475
Publ. Date 69 124p.
Vernon, McCay
Multiply Handicapped Deaf Children: Medical, Educational, and Psychological Considerations.
EDRS not available
Council For Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($5.25 HC, $3.75 PB).

Descriptors: exceptional child research; multiply handicapped; aurally handicapped; etiology; incidence; psychological evaluation; educational diagnosis; medical evaluation; rubella; Rh factors; premature infants; heredity; meningitis

An extensive survey of the literature examines five major etiologies--prenatal rubella, premature birth, complications of Rh factor, meningitis, and genetics--in terms of their relevance to deafness and other disabilities. Following this survey, results of a study of 1,468 deaf children to determine causes of secondary handicaps in deaf children and to describe the nature of these handicaps are reported. Intensively studied were those deafened by maternal rubella (141), meningitis (137), prematurity (257), erythroblastosis fetalis caused by Rh factor complications (45), and heredity (79). Independent variables were these five etiologies. Dependent variables measured were intelligence, educational achievement, psychological adjustment, behavioral evidence of brain damage, communication skills, hearing loss, and physical anomalies. Data are analyzed for each of the dependent variables, and for prevalency of etiologies and of multiple handicaps. Findings for each of the five etiological groups are then presented. General conclusions were that much behavioral variance among deaf children is not due to their hearing loss, but can be ascribed to brain damage resulting from the same cause as the deafness. This variance was in areas critical to academic learning, psychological adjustment, and physical health. (KW)

ABSTRACT 31785

EC 03 1785 ED 048 681
Publ. Date 70 75p.
The Challenge of Educating the Pre-School Blind Child with Multiple Handicaps.
New York State Education Department, Albany, Bureau For Physically Handicapped Children
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
Proceedings of the Special Study Institute (Albany, New York, April 27-29, 1970).

Descriptors: exceptional child education; multiply handicapped; preschool education; conference reports; visually handicapped; early childhood

Proceedings from a Special Studies Institute on the Challenge of Educating the Preschool Blind Child with Multiple Handicaps (New York, April 27-29, 1970) are compiled. Papers and panel discussion topics include the challenge of educating the multiply handicapped child with sensory defects; the physician's contribution in diagnosis, treatment and consultation; adapting professional knowledge and skill to service; educational techniques; problems of multiply handicapped children in rural areas; and the impact of Federal legislation on the education of the handicapped. (CD)

ABSTRACT 31953

EC 03 1953 ED N.A.
Publ. Date Mar 71 4p.
Guldager, Lars
Progress in Education for Deaf-Blind Children.
EDRS not available
Education of the Visually Handicapped; V3 N1 P18-21 Mar 1971

Descriptors: exceptional child services; deaf blind; childhood needs; counseling centers; legislation; services

Progress in the education for deaf blind children is described. Development of comprehensive regional centers to provide consultative and diagnostic services, training of personnel, and research and dissemination of information is discussed and the geographic areas served are listed. To define the need for services, the author has divided the children into groups by age and has considered each group according to its needs and services provided. (CD)

ABSTRACT 31956

EC 03 1956 ED N.A.
Publ. Date Mar 71 4p.
Curren, Elizabeth A.
Teaching Water Safety Skills to Blind Multi-Handicapped Children.
EDRS not available
Education of the Visually Handicapped; V3 N1 P29-32 Mar 1971

Descriptors: exceptional child education; multiply handicapped; swimming; visually handicapped; program descriptions

A swimming program for multiply handicapped blind children is detailed. The stated objective is to encourage freedom of movement and develop needed muscle control. Each child was assisted individually, and allowed to develop and proceed at his own rate. Descriptions of water orientation and adjustment, and problems dealing with physical limitations are cited. Results of the program were positive, with 75% of the 13 children swimming without any support in deep water and 100% of the eight transitional children swimming without support. (CD)

ABSTRACT 32124

EC 03 2124 ED N.A.
Publ. Date 71 12p.
Directory of Programs for Deaf-Blind Children.
Southwestern Region Deaf-Blind Center, Sacramento, California
California State Department of Education, Sacramento, Division of Special Education
EDRS not available
Division of Special Education, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

Descriptors: exceptional child education; multiply handicapped; deaf blind; directories; special schools; special classes; California; Nevada; Hawaii; Arizona

Based on information obtained from a questionnaire sent to school districts and private agencies, the directory lists and briefly describes public and private programs enrolling deaf-blind children in the states of Arizona, California, Hawaii, and Nevada. Listed first are programs uniquely designed for deaf-blind children (including demonstration classes funded by the Southwestern Region Deaf-Blind Center), followed by other programs which also enroll the deaf-blind. The latter are listed by location (state, county, and school district). (KW)

ABSTRACT 32145

EC 03 2145 ED N.A.
Publ. Date 71 150p.
Modern Approaches to the Diagnosis and Instruction of Multi-Handicapped Children. Volume 2, Deaf-Blind Children and Their Education.
EDRS not available
Rotterdam University Press, P. B. 1474, Rotterdam, Holland.
Proceedings of the International Conference on the Education of Deaf-Blind Children (Sint Michielsgestel, Netherlands, August 25-29, 1968).

Descriptors: exceptional child research; multiply handicapped; deaf blind; conference reports; program development; rubella; teaching methods

Presented are the proceedings of the International Conference on the Education of Deaf-Blind Children held at Sint Michielsgestel, the Netherlands, August 25-29, 1968. Following report of the chairman, five papers are devoted to the planning and development of programs for deaf-blind children. Three papers discuss rubella children, covering medical and audiological aspects, behavioral characteristics, and education. Teaching techniques are the subject of three papers, and vocational preparations the subject of a fourth. The final two papers treat the mental health problems of the deaf with visual impairments, and the relationship between motor development and learning disorders. (KW)

ABSTRACT 32225

EC 03 2225 ED 050 511
Publ. Date Mar 71 316p.
The Needs of the Deaf and Hearing Impaired: The Fourth Annual Report on the Findings and Recommendations Concerning the Needs, Services and Programs to Aid the Deaf and Hearing Impaired of New York State.
Temporary State Commission to Study and Investigate the Problems of the Deaf, Albany, New York
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; multiply handicapped; annual reports; state legislation; state programs; hearing aids; mentally handicapped; certification; professional personnel; New York

The fourth annual report on problems of greater efficiency for the success-strivers. Results were felt to confirm the prediction that gainers and high scorers would be superior to nongainers on the discrimination task. The validity of the construct of failure-avoidance versus success-striving as it has been applied to the mentally handicapped group was questioned by the researchers. (CD)

ABSTRACT 32378

EC 03 2378 ED 050 535
Publ. Date 71 143p.
Schattner, Regina
An Early Childhood Curriculum for Multiply Handicapped Children.
EDRS not available
John Day Company, 257 Park Avenue South, New York, New York 10010.

Descriptors: exceptional child education; multiply handicapped; early childhood education; curriculum design; program descriptions; class activities; instructional materials; teaching methods

The guide for understanding the multidimensional educational problems of multiply handicapped children and for developing an appropriate curriculum and setting is addressed to teachers. Methods, materials, and a curriculum for working with young (ages 4-9 years) multiply handicapped children are presented. The program includes an enriched language program to prepare the children who will go on to academic learning in a school setting. The curriculum can be adapted for children with motor and sensory defects, mental retardation, or emotional disturbance. Discussed are the identification and early years of the multiply handicapped; the ideal physical plant and special education classroom; the professional staff and teacher-parent cooperation; and an educational program which is a compilation of techniques used with multiply handicapped children (blind-cerebral palsied, mentally retarded-emotionally disturbed) in two different schools. Ages and grouping, physical development, play, creative activities, language development, introduction of tool subjects, and arithmetic are covered, with appropriate activities and materials indicated. The partially sighted child and the blind child are treated in two separate chapters. (KW)

ABSTRACT 32418

EC 03 2418 ED N.A.
Publ. Date Jun 71 7p.
Stewart, Larry G.
Problems of Severely Handicapped Deaf: Implications for Educational Programs.
EDRS not available
American Annals of the Deaf; V116 N3 P362-8 Jun 1971

Descriptors: aurally handicapped; multiply handicapped; rehabilitation; deaf; adults; communication problems; behavior problems; Hot Springs Project

A study of multiply handicapped deaf adults at the Hot Springs project revealed that communication inadequacies and behavioral problems were central obstacles to rehabilitation. Depite average intelligence and an 11 year average of prior schooling, the subjects progressed slowly at the center and experienced an extremely high attrition rate (55%). Special staff training was fundamental to success with the population, as well as relatively flexible standards for student conduct and in-depth services such as personal adjustment training, counseling, and work adjustment training. The findings were felt to suggest a need for increased attempts at preschool education for young deaf children, parent education and counseling, strengthening dormitory programs in elementary and secondary schools, stronger counseling and guidance programs, and greater involvement in total education from teachers. Total communication was viewed as one possible solution to the communication problems, when initiated at an early age and used by parents and teachers. A special rehabilitation facility for severely handicapped deaf people was felt to fill the need for appropriate training and adjustment following secondary school. Such a center, staffed by competent and dedicated personnel, should, the author felt, be able to make significant progress in efforts to educate and rehabilitate this population segment. (Author)

ABSTRACT 32505

EC 03 2505 ED N.A.
Publ. Date Jun 71 4p.
Shields, Joan
The Paget System at Pathways.
EDRS not available
Special Education; V60 N2 P11-4 Jun 1971

Descriptors: exceptional child education; multiply handicapped; sign language; blind; communication problems; Paget System; Great Britain

A systematic sign language, the Paget system, is discussed. The system offers a grammatical means of expression for the deaf blind, cerebral palsied and other children with communication difficulties. The author describes the basis of the signs, the standard hand postures, and the basic signs and conventions in the system. Application of the system at a school for the blind is summarized. (CD)

ABSTRACT 32538

EC 03 2538 ED N.A.
Publ. Date Jun 71 4p.
Long, Nancy Thurston
Space Exploration for Young Multi-Handicapped Blind.
EDRS not available
California State Federation CEC Journal; V20 N3 P31-4 Jun 1971

Descriptors: exceptional child education; multiply handicapped; blind; concept formation; space orientation; spatial relationship; kinesthetic perception; instructional materials

Activities to develop a concept of space in the young multiply handicapped blind child are described. Activities for body image, exploring topological space and the coordinates (horizontal, vertical, depth), and spatial relations between objects are included. The author feels that perception and concept formation for the blind child depend on manually and kinesthetically exploring the space around him. (CD)

ABSTRACT 32615

EC 03 2615 ED 051 615
Publ. Date 71 84p.
Hatlen, Philip
Proceedings of a Special Study Institute: Conference for Teachers of Deaf-Blind Children (Berkeley, California, June 22-24, 1970).
Southwestern Region Deaf-Blind Center, Sacramento, California
California State Department of Education, Sacramento, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf blind; educational diagnosis; child development; conference reports

The proceedings from the special study institute for teachers of deaf-blind children contain seven conference papers. Topics covered include early child growth and development, aspects of the diagnosis and evaluation of deaf-blind children, normal language development, and stimulating the hearing, vision, and motor development of deaf-blind children. In addition, comments concerning implications for future planning and summarizing the Institute discussions are included, as are lists of both Institute speakers and participants. The Conference for Teachers of Deaf-Blind Children was sponsored by the Southwestern Region Deaf-Blind Center and held at Berkeley, California, June 22-24, 1970. (KW)

ABSTRACT 32860

EC 03 2860 ED 052 402
Publ. Date Apr 71 106p.
Exceptional Children Conference Papers: Deaf-Blind, Language, and Behavior Problems.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; deaf blind; language handicapped; aurally handicapped; language programs; multiply handicapped; program descriptions; early childhood education; parents; conference reports; Illinois

Five of the nine papers in the compilation concern aurally handicapped and deaf-blind children. Described are a home training and nursery program in a public school setting for hearing impaired children aged 18 months to 4 1/2 years, problems and progress in the Illinois state plan for hearing impaired children, and new trends in deaf-blind education, particularly area centers for serving the deaf-blind. Parents of deaf-blind children and several avenues for productive study in the evaluation and education of deaf-blind children are also discussed. The remaining four papers treat language and behavior problems. Two focus upon characteristics and management of elective mutism in children, and the efficacy of operant conditioning in affecting the verbal behavior of young children with severe language disabilities. The other two describe a preventive approach to speech and language delay used with socioeconomically disadvantaged preschool children (a high-risk population), and a cooperative summer language and behavioral program entitled Repleb (Reinforcing Purposeful Language and Behavior) for 5 to 8-year-old mentally retarded children. (For other CEC convention papers, see EC 032 854-EC 032 859, EC 032 861.) (KW)

ABSTRACT 32882

EC 03 2882 ED 053 504
Publ. Date 70 85p.
Hammer, Edwin, K., Ed.
Behavior Modification Programs for Deaf-Blind Children. Proceedings of a Workshop Held July 13-14, 1970 (Pineville, Louisiana).
Callier Hearing and Speech Center, Dallas, Texas
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; deaf blind; conference reports; behavior change; multiply handicapped; workshops

Proceedings of a workshop (Pineville, Louisiana, July 13-14, 1970) on behavior modification programs for deaf-blind children are presented. James Lent discusses the principles of behavior modification and the habilitation of deaf blind children while Pat Aycock utilizes case histories to consider shaping behavior of multiply handicapped crib patients. The effectiveness of using light as a motivator and reinforcer is mentioned by Mrs. Aycock. Dr. Thomas looks at certain behavior that can be altered by medical intervention. Dr. Dayan discusses some of the administrative roadblocks encountered when trying to initiate a program for deaf-blind children. Throughout the proceedings, the need to call upon diverse resources to bring efficiency to the education of the children is stressed. Jack English summarizes the participants' presentations and draws lines through points brought up by more than one speaker, such as the problem of hesitancy among professionals and others to attempt to work with the children. (CD)

ABSTRACT 32886

EC 03 2886 ED 053 508
Publ. Date Feb 71 97p.
Darnell, William T.
Comprehensive Programming for the Deaf-Retarded Within New York State: A Survey and Proposal.
National Technical Institute for the Deaf, Rochester, New York
New York State Temporary Commission to Study Problems of the Deaf, Albany
EDRS mf,hc

Descriptors: exceptional child education; program proposals; multiply handicapped; educational needs; incidence; aurally handicapped; mentally handicapped; institutionalized (persons); residential programs; state surveys; New York

The incidence of retardation and of hearing loss among the retarded is considered and the problem posed by the aurally handicapped who may be misdiagnosed as retarded is examined. The historical background of past and existing education for the retarded deaf is presented. A study was begun in early 1970 which concerned services for and incidence of deaf retardates among the state's estimated 29,000 institutionalized retarded. Based on samples of educable and trainable persons aged 6 to 30 in two state schools, what was felt to be a minimum percent of .07 was determined to be the number who had hearing losses. No existing programs within schools for the retarded or for the deaf were adquately serving these people. These findings provided the rationale and need for the tentative proposal for a New York State Program which is described and includes

site of the program facility, classes, living arrangements, vocational training and placement, and evaluation. Records, forms, and tables are appended. (RJ)

ABSTRACT 32891

EC 03 2891 ED 053 512
Publ. Date 71 60p.
Power, Desmond J.; Quigley, Stephen P.

Problems and Programs in the Education of Multiply Disabled Deaf Children.

Illinois University, Urbana, Institute for Research on Exceptional Children
EDRS mf,hc

Descriptors: exceptional child services multiply handicapped; aurally handicapped; incidence; educational programs teacher education; evaluation

The multiple disabilities, both remediable and adjustable, which may be associated with deafness are defined and comments are offered on the trend away from the medical model. Incidence figures for the various disabilities are given, and the problems of diagnosis and ascertainment of the educational needs of each individual are considered. Current programs for the multiply handicapped deaf are discussed in terms of preschool, school, and post-school programs and recommendations are made in regard to teachers, ancillary personnel, and prevention. (RJ)

ABSTRACT 32931

EC 03 2931 ED N.A.
Publ. Date (69) 108p.
Talkington, Larry W.; Hall, Sylvia M.
A Manual Communication System for Deaf Retarded.
EDRS not available
Austin State School, P. O. Box 1269, Austin, Texas 78767.

Descriptors: exceptional child education; mentally handicapped; aurally handicapped; multiply handicapped; manual communication; sign language; vocabulary

Presented is a functional sign vocabulary containing basic signs most needed for life in a community or institution. The manual communication system is meant as a departure point for exploring and developing academic and vocational skills in both hearing impaired and nonverbal mentally retarded groups. Sign subjects pictured are: alphabet, numbers, positions, animals, body parts, caution, clothing/grooming, colors, concepts (opposites), etiquette, foods, household, nouns, places, prepositions and conjunctions, pronouns and possessives, question words, recreation, relationships, religion and holidays, time words, verbs, weather, seasons, and environment. (CB)

ABSTRACT 33054

EC 03 3054 ED N.A.
Publ. Date Aug 71 20p.
Esche, Jeanne; Griffin, Carol
A Handbook for Parents of Deaf-Blind Children.
EDRS not available
Rehabilitation Teacher; V3 N8 P3-22 Aug 1971

Descriptors: exceptional child education; multiply handicapped; deaf blind; infancy; preschool children; child rearing; child development; guidelines; parent education

The practical, nontechnical handbook for parents of deaf-blind children focuses on helping the child develop and prepare for school. Parents are encouraged to pay much attention to the child, not to compare their child's progress with that of other deaf-blind children, not to punish the child for mannerisms, to help the child discover his surroundings, to help the child sit up and walk, to establish a definite 24-hour routine, to acquaint the child with water, to introduce solid foods early, to familiarize the child with his clothes, to confine all toilet training to the bathroom, to discipline the deaf-blind child the same as normal children in the family, to expose the child to as much vibration and sound as possible, to introduce many new toys to the child to keep visual and hearing aids on the child, to keep the aids clean and in repair, and to let the entire family help the child. (CB)

ABSTRACT 33088

EC 03 3088 ED N.A.
Publ. Date 70 43p.
Cooksey, Oscilee Loftin
A Teaching Manual for Sensory Stimulation of the Bedfast Multiply-Handicapped Retardate.
EDRS not available
Austin State School, 2203 West 35th Street, Austin, Texas 78703.

Descriptors: exceptional child education; multiply handicapped; mentally handicapped; guidelines; sensory training; sensory experience; lesson plans

The manual for teaching sensory stimulation to the bedfast multiply handicapped retardate results from a 4-day workshop of sensory stimulation with six unresponsive bedfast girls, ranging from 10 to 20 years of age. The first half of the manual is devoted to illustrations of sensory organs and sensory stimulations: ear, eye, accessory organs of the eye, tongue, nose, palmar grasp, asymmetrical tonic neck, flexor withdrawal, crossed extension, associated reactions, neck righting, neck righting acting on the body, moro, landau, protective extension, sitting, neutral position, adjusting a sheet sling, and supporting child in chair. The second half of the manual presents five lesson plans for the instructor. Each lesson plan clarifies subject to be taught, purpose of the sensory stimulation, teaching aids, references, preparation of the learner, presentation of the material, which includes comprehensive instructions, and a test to check student comprehension of material. The subjects of the five lesson plans are sensory organs through which one learns, normal growth and development, neurological development, understanding the spastic child, and how to conduct a session. (CB)

ABSTRACT 33111

EC 03 3111 ED N.A.
Publ. Date Jun 71 3p.
Schopper, Hans
The Electro-Brailler: A Communications Device and Teaching Aid for the Blind and Visually Impaired at Work and in School.
EDRS not available
Research Bulletin; N23 P47-9 Jun 1971

Descriptors: exceptional child education; visually handicapped; multiply handicapped; deaf blind; electromechanical aids; braille; typewriting; instructional materials

Described is the electro-brailler, a braille transcribing aid consisting of two parts: transmitting braille transcriber and receiving braillewriter. The brailled material appears in the form of embossed tape and has numerous projected uses for the blind and deaf blind: substitute blackboard, electric shorthand typewriter, conference equipment, teletyper, and conversion device from inkprint into braille. Each application is discussed briefly. The electro-brailler is shown to be advantageous in both classroom and working conditions because each participant can be equipped with transmitters and receivers, permitting braille conversations. The author explains that little mechanical effort is required to operate the system, and the keyboard is adaptable to special needs of one-handed or thalidomide persons. The system can also be used by the sighted who have no knowledge of braille, enabling them to communicate with persons knowing braille. (CB)

ABSTRACT 33139

EC 03 3139 ED N.A.
Publ. Date Aug 71 10p.
Morlock, D.; Tovar, C.
Sex Education for the Multiple Handicapped as It Applies to the Classroom Teachers.
EDRS not available
Training School Bulletin; V68 N2 P87-96 Aug 1971

Descriptors: exceptional child education; handicapped children; multiply handicapped; sex education; sexuality; teacher role

Sexuality and sex education as they pertain to the multiply handicapped and the mentally retarded are defined and discussed. Discussion is based on the Freudian contention that sexuality is at the core of all emotional disturbances or behavioral deviations, with more emphasis placed on confusion and bewilderment about sexuality than in the Freudian entities of castration anxiety, Oedipal conflict, and similar concepts accepted by the psychoanalytic theory. The role of the classroom teacher in sex education is examined, with emphasis upon the fact that the participation of teachers has an important influence in the psychological elements of sexuality in the pupil. A lengthy list of references includes a listing of pamphlets concerning sex education. (Author/KW)

ABSTRACT 33234

EC 03 3234 ED N.A.
Publ. Date Oct 71 5p.
Dantona, Robert
Regional Centers for Deaf-Blind Children: A New Hope.
EDRS not available
Volta Review; V73 N7 P411-5 Oct 1971

Descriptors: exceptional child services; multiply handicapped; deaf blind; regional programs; federal aid

The article concerns comprehensive regional centers, currently numbering 10, for deaf-blind children which have been put into operation under provisions of federal legislation. A review of the deaf-blind center concept explains that their purpose is to provide diagnostic and evaluative services, a wide range of educational programs, and consultative services for parents, teachers, and others. Other activities include research, development of educational and vocational procedures, specialized training of personnel, and dissemination of materials and information about practices which have been found effective. Included are addresses of the 10 regional centers, with indication by state of the area served by each center. (KW)

ABSTRACT 33235

EC 03 3235 ED N.A.
Publ. Date Oct 71 9p.
Bunch, Gary O.
An Academic-Vocational Program for Multiply Handicapped Deaf Students.
EDRS not available
Volta Review; V73 N7 P417-25 Oct 1971

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; program descriptions; vocational education; program planning

Described is a combined educational-vocational program for multiply handicapped deaf children (IQ no lower than 50 and not confined to a wheelchair) at the Ontario School for the Deaf in Milton. Discussed are the planning of the program, implementation problems, staffing procedures, use of consultative personnel, referral areas, and benefits of the program. The program provides on-the-job as well as classroom experience and, when possible, pupils are integrated into the regular classes for deaf children. It is reported that since the program was initiated, there has been a noticeable improvement in both academic and vocational skills and in the behavior of the students involved. (KW)

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